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ABSTRACT

The document presents Module 10, guidance and counseling for the gifted/talented, of the Star Power modules developed for school personnel who have an interest in or a need to explore the area of gifted and talented education. It is explained in an introductory section that the module can be used for independent study, for small group interaction, or for a large group inservice program. The document is divided into four major sections: seeing undeveloped talent (which involves recognizing issues related to testing the gifted/talented and discovering appropriate ways of identifying gifted/talented students whose test scores do not reveal their potential); nurturing and stimulating undeveloped talent (which involves understanding the academic problems encountered by the gifted/talented and discovering ways to help these students solve them); encouraging personal and social growth (which involves developing appropriate techniques for promoting the personal and social development of the gifted child); and making the most of talent with life planning (which involves helping the gifted/talented acquire information about a variety of careers, ways to prepare for them, and adult life styles which can be used as a basis for future career decisions). Each section reports enabling objectives, rationale, activities, and pre- and postassessment procedures. (SBH)

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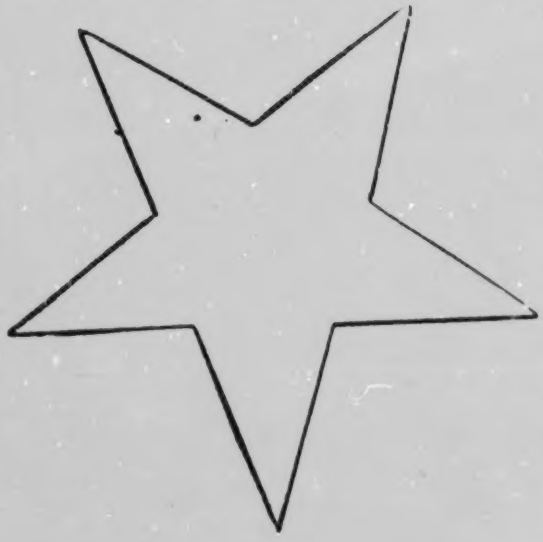

star power

providing for the gifted & talented

MODULE 10

GUIDANCE AND COUNSELING FOR THE GIFTED/TALENTED

by

Alison Heinemann and Jackie Mallis

EDUCATION SERVICE CENTER, REGION XIII

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1978

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★ ★

Although some of this module is directed specifically to counselors, much of it is relevant for teachers, as well as administrators, librarians, and aides, who often provide effective guidance as many a student will testify.

Therefore, this module should not be regarded as applying only to those designated counselors. In schools which have no counselors, all personnel concerned about the gifted/talented should develop and expand their guidance and counseling skills.

★ ★

INTRODUCTION

It has been said that every teacher is responsible for guidance and counseling. In many places in this state, school districts have no officially designated counselors. Therefore, it is especially important for every teacher to become involved in guidance and counseling the gifted/talented in particular. Even in schools with comprehensive guidance programs and experienced counselors, some students - especially the gifted/talented - prefer to seek assistance from respected and trusted teachers, rather than from the counselors to whom they may have been assigned indiscriminately. Not every counselor is suited by temperament, training, and experience to work with the gifted/talented, any more than every teacher is.

Some comments made by gifted/talented students to teachers:

> My counselor doesn't know I exist - and apparently doesn't care. I've never had an interview with him this whole year. (The time then was mid-April.)
>
> My counselor is like my father. They both believe girls have no serious purpose in going to college except to find husbands. My counselor laughs every time I mention becoming a psychiatrist and tries to steer me into nursing.
>
> Do you know what my counselor would tell me if I asked her about the best law school? "Forget law, Freddie. You won't even get into college. Join the merchant marine," and she'd hand me a bunch of brochures. I think she must be moonlighting during daylight as a recruiting officer. She's urged all my friends to go into military service.
>
> My counselor isn't interested in kids like me. She's too busy jacking up Annie and Rudy and others like them. And what good does it do? They keep on fail-

ing anyway. They're not interested in school and can hardly wait to quit.

In a number of schools a counselor's case load is heavy, and emphasis - as with teachers - is on students who are not succeeding in one or more classes or who are habitually creating disturbances in the classroom. This seems to be an unfortunate emphasis, for those students keep turning up again and again with little discernible change as a result of previous attention. They monopolize the time and energy of the counselor while the needs of the gifted/talented are overlooked.

The notion - quite prevalent in schools - that bright students can and even should work out their problems on their own - has been shown to be mistaken. An alarming number of the gifted/talented are underachievers. Gowan (1955) stated that in one California high school, 42% of those who had been identified as gifted were underachievers, while in another high school, 16% were. In a private school regarded as outstanding, 92% of the gifted were underachievers. Underachievement, which can be recognized as early as the primary grades, seems to be a serious problem among the gifted/talented by the time they reach secondary school.

Too many gifted/talented students drop out of school. In a study by French (1965), of 1800 students with high ability who dropped out, 28% had I.Q.s above 120. Even gifted students who complete high school drop out of the educational scene after graduation. Holland (1962) reports that 20% of the top third of students taking the National Merit Scholarship Examination did not enter college as full-time students. Cassel and Coleman (1962) found that only 7-10% of those capable of college matricu-

lated, and of those many did not complete a degree program.

In his book, EDUCATION OF THE INTELLECTUALLY GIFTED (1965), Milton Gold pointed out:

> Premature withdrawal from school and under-achievement are generally viewed as problems of educational or vocational guidance. Actually these phenomena reflect personal problems of emotional and social adjustment as well as adaptation to academic demands. Personal counseling is, therefore, no less essential for gifted students than for others.

Guidance is needed earlier and longer in their school lives by the gifted/talented. Problems and concerns do not develop suddenly as students enter their teens. Many behaviors which later lead teachers to refer students to counselors began in the elementary grades. And there is where counseling should start, whether or not specific guidance personnel are employed.

Even with minimal guidance, the gifted/talented make greater strides toward solving their own problems than do the average with equal guidance time (Gowan/Bruch, p. 2). As Strang (in Gowan/Demos, 1965) noted, the gifted/talented have keener insights, a greater ability to see relations, and a greater ability to express themselves - all characteristics which make counseling this group highly productive and effective.

PART ONE

SEEING UNDEVELOPED TALENT

"To see undeveloped talent, to nurture and stimulate it, to encourage the interest and discipline to exploit it fully is a task from which the counselor, the student, and society will all benefit."

- John C. Gowan, Editor
THE GIFTED CHILD QUARTERLY
Fall, 1971, pp. 2,3

GOALS: *To recognize issues related to testing the gifted/talented and to discover appropriate ways of identifying gifted/talented students whose test scores do not reveal their potential.*

I. Enabling Objectives

Upon completion of this part of the module, you will be able

1. To use specific instruments to discover gifted students.
2. To explain common problems in testing and their implications in identifying giftedness.
3. To interpret accurately the meaning of test scores and to explain the results in terms that students, teachers, and parents can easily understand.
4. To determine the nature and degree of giftedness by using a variety of identification techniques.
5. To assist teachers in identifying the individual strengths and interests of gifted/talented pupils.
6. To devise a screening procedure that will effectively identify students with different kinds of giftedness.

II. Rationale

Schoolwide testing has become a hot potato tossed from hand to hand. The National Education Association (NEA) has denounced the use of standardized tests and recommended a moratorium on schoolwide testing; various states have legislated STATEwide testing to prevent what has been all too common in recent years: the graduation of seniors with inadequate reading and math skills to respond successfully to life's daily demands.

The continually falling Scholastic Aptitude Test (SAT) scores of the college-bound have stirred further criticism of both school programs and the tests themselves. In TODAY'S EDUCATION (November/December, 1977), the National Education Association attacks these long-hallowed tests in an editorial which points out that the SATs have not kept up with a rapidly changing society. The writer decries the attitude of the publisher - Education Testing Service - which has proudly proclaimed that the SAT was initially designed (in the 1940s) not to have to be revised except for occasional items.

With all the controversy about testing, it is understandable that some schools have followed NEA's lead and stopped administering standardized tests altogether. However, for certain groups of the gifted/talented, standardized test scores can provide clues to locating and helping these students IF PROPERLY USED. In Module 1 of this program, many reasons are given for no longer relying exclusively on standardized test scores as has been done in the past. In addition, other ways to recognize gifted/talented students are recommended.

However, for counselors and for other school personnel searching for their

gifted/talented students, examination of standardized test scores are a starting place. Some intellectually and academically gifted students will be immediately spotted because of their scores in top percentiles (or stanines). Some underachieving gifted students can be discovered by comparing their scores in primary grades with those achieved in later grades when the slump in achievement has begun to show up or become pronounced.

Concern about the use of standardized test scores is based on

* the tendency of many schools to make these the ONLY criteria for selection of students for special provisions for the gifted/talented, thus missing the potential among the culturally different and underachievers
* a gross unawareness of differences between and among tests
* a lack of knowledge as to exactly what different tests attempt to measure
* the inadequacy of all standardized intelligence or achievement tests currently in use to evaluate these other aspects of giftedness: creative and productive thinking, leadership ability, talent in the visual and performing arts, psychomotor aptitude.

It is important that counselors and teachers be knowledgeable about different tests and what they represent, about the availability of tests which have not been part of a routine testing program, and about the limitations of all testing in determining who shall be judged "gifted and talented."

Aside from discovering gifted/talented students and referring them for special educational provisions to help them fulfill their potential, the results of tests should be examined TO PLAN WORK FOR STUDENTS AND TO ELIMINATE

GT # 10

DEVELOPMENTAL TASKS - REGARDLESS OF GRADE PLACEMENT - WHICH THE STUDENTS HAVE ALREADY PROGRESSED BEYOND.

N O T E

Concepts in this section are presented as simply as possible with the expectation that counselors must often be able to explain the results in terms that parents, students, and others can readily understand. The field of tests and measurements is, of course, a complex science in which oversimplification and distortion are always a danger. No attempt is made in the module to provide a "minicourse" in psychometrics. Those who seek more background in this subject are advised to refer to an introductory textbook on testing, measurement, and evaluation.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. Name 3 different kinds of standardized group measuring instruments.
2. Give the titles of three standardized group tests commonly used by public schools to determine potential.
3. Discuss the differences among the three tests named in Number 2 with regard to types of questions used, interpretations of raw scores, and any special advantage(s) or disadvantage(s).
4. Explain the basic differences between the results achieved on the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scale for Children.
5. Name 3 standardized group tests commonly used by public schools to determine levels of accomplishment.
6. Explain the differences in interpreting scores according to grade equivalents, percentiles, and stanines. State to whom each method of reporting scores might be most helpful.
7. Explain what is meant by norm-referenced and criterion-referenced tests.
8. Name 3 ways to present collected data about a student.
9. List 5 different methods which can be used to screen large numbers of possibly gifted/talented students.

Turn to the next pages and compare your responses.

GT # 10

PREASSESSMENT EVALUATION

1. Any 3:
   a. Intelligence
   b. Achievement
   c. Aptitude
   d. Personality appraisals
   e. Interest inventories
   f. Vocational preferences
2. Any 3:
   a. California Short-Form Test of Mental Maturity (CTMM)
   b. Cooperative School and College Ability Tests (SCAT)
   c. Henmon-Nelson Tests of Mental Ability
   d. Kuhlmann-Anderson Intelligence Tests
   e. Lorge-Thorndike Intelligence Tests, MultiLevel Edition
   f. Otis-Lennon Mental Ability Test (revision of Otis Quick-Scoring Mental Tests).
3. Skim below for the items which are pertinent to the tests you named in Number 2.
   a. CTMM: Tests 4 factors - logical reasoning (with opposites, similarities, analogies), numerical reasoning (with values and problems), verbal concepts (with words or phrases representing action, quality, or condition), and memory (delayed recall of items from a story told to examinees at the beginning of the test).

      Raw scores are translated into Mental Ages, I.Q. scores, percentiles, and stanines.

      Although this is a popular test, an expert reviewer stated in Oscar Buros' Seventh MENTAL MEASUREMENTS YEARBOOK (pp. 634-636): "At best, another run-of-the-mill scholastic aptitude test series

whose total subscore correlates quite highly with standardized achievement tests and other tests of mental ability. ... continuing content bias reflecting white, middle class values."

"Little significance, if any, can be attributed to the several subscores, with the exception of the language section, especially when dealing with individuals. Moreover, even the total scores and language scores are of questionable value for children under 8..."

b. SCAT: Tests verbal reasoning with analogies and mathematical reasoning with typical mathematical problems to which are applied the question , Is one part greater than the other or are the parts equal?

Raw scores are translated into percentile bands and ranks.

The Seventh MENTAL MEASUREMENTS YEARBOOK (pp.658, 659) reviewer is very positive about this test: "The tests are evidently the result of careful, scientific, and professional expert construction. Items are ingenious, fair, and unambiguous although an occasional diagram is misleadingly drawn." Another reviewer comments: "Well engineered and quite well proven instruments. These relatively short tests have impressively high reliabilities. The validity data need considerable supplementing."

c. Henmon-Nelson Tests of Mental Ability: Ninety five-choice items are presented in order of difficulty regardless of subject or type, including vocabulary, sentence completion, word classification, verbal and design analogies, spelling, arithmetic reasoning... "A scholarly example of the best in test construction... remarkably efficient..." (Fifth MENTAL MEASUREMENTS YEARBOOK,p.343)

d. Kuhlmann-Anderson Intelligence Tests: Eight subtests strictly timed from as few as 15 seconds to 3 minutes include discovering similarities, matching, figuring out fractions, counting, working with anagrams, and coding - in one case from designs, in another from number/letter correspondences.

Raw scores are related to percentile points.

The Sixth MENTAL MEASUREMENTS YEARBOOK (p. 466) comments favorably on "the carefully constructed items..., ... the lucid norms manuals in which explicit directions are given concerning problems of scoring and interpretation...," but another reviewer remarks on the speed factor and points out that examinees who disregard directions to avoid careless guessing will tend to have an advantage over conscientious examinees who heed directions. (p.468)

e. Lorge-Thorndike Intelligence Tests, MultiLevel Edition: Emphasis is on power, not speed, with abstract and general concepts presented for interpretation of symbols, recognition of relaships, organization, and use of own experience in new patterns. "Well-designed, easily administered and scored." (Fifth MENTAL MEASUREMENTS YEARBOOK, p. 482) "Reliable measures of verbal and nonverbal reasoning..." but caution is urged that "no assumptions are made about their measuring mental capacity." (p. 484)

f. Otis-Lennon Mental Ability Test: Verbal, symbolic, and figural content involves similarities, analogies, relationships, following directions (listening carefully), and vocabulary.

Raw scores are interpreted as percentile ranks and stanine scores.

"...a marked improvement, both technically and substantively, over its immediate predecessor, the Otis Quick-Scoring series. ... an outstanding test of its kind." (Seventh MENTAL MEASUREMENTS YEARBOOK, pp. 692, 693)

4. The Stanford-Binet Intelligence Scale involves performance (stringing beads, sorting buttons, building a tower...) only at the lower level. At the upper levels the test is both aural and oral. Examinees are required to name objects, obey simple commands, identify objects by name and use, identify parts of the body, repeat digits both forward and reversed, identify pictured absurdities, work with rhymes and proverbs...

The Stanford-Binet yields both Mental Age and I.Q. scores.

The emphasis in the Stanford-Binet is verbal.

The Wechsler has a performance section as well as a verbal one. The verbal part involves recall of basic information, recognition of similarities, use of appropriate arithmetical processes, comprehension of vocabulary, responses to questions describing situations. Recall of digits forward and reversed is OPTIONAL.

The performance section requires completion of pictures by supplying missing elements, arranging pictures in appropriate sequence to tell a story, block design, object assembly, and use of codes. The use of codes and working with mazes are optional activities.

The Wechsler Intelligence Scale for Children yields three different I.Q. scores: Verbal, Performance, and Full Scale. It does NOT interpret scores in terms of Mental Age, although formerly it did.

The performance part of the Wechsler would be more useful with culturally different students who are verbally limited and with deaf students. The verbal part of the Wechsler would be useful with blind students, with those who have motor limitations, and with the more verbally gifted.

However, for a student with very high intellectual potential, the Stanford-Binet would be better because it would yield a truer picture of the student's mental functioning, having a much higher ceiling than the Wechsler.

5. Any 3: Various standardized group achievement tests are used to determine how well students have mastered content and concepts assigned to different grade levels in different subject matter areas.

   a. California Achievement Tests

   b. Iowa Tests of Basic Skills and Iowa Tests of Educational Development

   c. Metropolitan Achievement Tests

   d. Science Research Associates Achievement Tests

   e. Sequential Tests of Educational Progress

   f. Stanford Achievement Tests

   g. Wide Range Achievement

6. GRADE EQUIVALENTS are a simple - and - on the surface - a useful way of reporting test results on achievement tests. These scores are generally preferred by teachers who wish to know at what level an individual or group is functioning. Caution is advised in relying on such results, for different subtests are sometimes normed on different school populations. Consequently, a grade equivalent score of 7.0 in both reading and arithmetic may not indicate equal competence in both subjects. Another problem with grade equivalents is that

scores which appear to signify strengths or weaknesses may actually be the result of scoring irregularities. Finally, there is a point at which scores expressed as grade equivalents become meaningless, since certain subjects are not taught consecutively throughout the country and at the same levels. For example, it makes little sense to say that a sixth-grader is achieving at tenth-grade level in geography. The pitfalls of interpreting grade-equivalent scores have led many experts in the field of tests and measurements to advise against their use altogether.

PERCENTILES have the value of showing a student's rank in a class. If he/she is at the 35th percentile, about 2/3 of the group tested scored above him/her and about 1/3 below. If the student is at the 89th percentile, then he/she scored as well as, or better than, almost 9 out of every 10 students tested.

However, the units are not equal. Scores at the extreme ends tend to flatten out and differences in the middle of the scale to be exaggerated. Thus there is actually a greater difference between scores of 90-95 than 50-55.

In addition, students, parents, and even teachers - accustomed to thinking in terms of a grading system in which a certain per cent equals a proportion of correct answers - tend to confuse the terms. A grade of 88% is NOT equivalent to the 88th percentile.

Another disadvantage of using percentiles is the pinpoint effect suggested; that is, a student whose total derived score on an I.Q. test may be recorded as 128 may be represented as being AT the 96th

percentile on a particular test. Neither the stated I.Q. score nor the percentile rank specified gives a true picture because both are subject to error. A band of percentiles should be used to indicate the range within which the student's abilities lie. STANINES are nine equidistant bands with 5 as the mean, or average, between 1 and 9. These have greater stability and indicate academic ability in broad, general terms. The most often cited disadvantage of using stanines is that they represent fairly general differences because of the limited number of categories. Parents and teachers are likely to be not at all familiar with this term.

Educators who use test results as the basis for making decisions about selection of pupils for special educational opportunities should understand thoroughly the peculiarities and features of each scale. Ideally, scores should be reported in a variety of different forms to yield the best possible picture of how students compare with each other. Since comparison is an essential approach in identifying giftedness, scoring systems should facilitate accurate comparison among pupils. The following chart from two different manuals compares I.Q. scores, percentiles, and stanines, and provides some additional information of value.

GT # 10

COMPARISON OF PERCENTILES AND STANINES

Percentile	Stanine	I.Q. Score(s)	Category	Percentage of Students in Group	
96+	9	128+	Superior	4	(4)
89-95	8	120-127	Above average (Bright)	19	(7)
77-88	7	112-119	Above average		(12)
60-76	6	104-111	Average (High average)		(17)
40-59	5	96-103	Average	54	(20)
23-39	4	88-95	Average (Low average)		(17)
11-22	3	80-87	Below average (Dull)		(12)
4-10	2	72-79	Below average (Borderline)	19	(7)
below 4	1	71 + below	Low (Mentally retarded)	4	(4)

The same I.Q. scores, percentiles, and stanines were indicated in the Manuals for both the Kuhlmann-Anderson Test, 7th Edition, published by Personnel Press, Inc. (Division of Ginn and Company) and the Otis-Lennon Mental Ability Test, published by Harcourt Brace Jovanovich. However, categories and percentage of students in group varied. The categories and percentages in parentheses are those assigned in the Manual for the Kuhlmann-Anderson Test.

7. Norm-referenced tests are tests which have been standardized on supposedly representative groups of pupils ("norms"). They enable a person to compare test performance by individuals, classes, or the whole school population with a national school population represented by the sample. Thus, for example, fifth-grade Gary, whose standard score falls at the 89th percentile, is well above the norm - which

is the 50th percentile. On the other hand, the fifth-grade class as a whole is at the 78th percentile, lower in achievement than Gary but still above average. The entire elementary school, however, ranks at the 44th percentile indicating below-average achievement for the school as a whole on this particular test. Such information should raise several questions in the minds of school personnel, questions to be studied, answers to be sought. For example:

1. What should be done to enrich Gary's education?

2. Is this fifth-grade group ready for more advanced work than it is receiving?

3. Is the fifth-grade typical of any other grade(s) in the school in being 2 stanines above the norm?

4. Is this fifth-grade above the norm in other areas?

5. Where did the school as a whole fall down - in the primary grades? In the sixth grade? What needs to be done to help that group (those groups) improve?

6. Did the school just embark on a new approach to education at a particular level - for example, non-graded primary or open area education - to which the group has not yet had time to adjust?

7. Were the students familiar with the test situation and motivated to do their best on the test?

   (In one school system where individualized instruction in reading and arithmetic was relatively new, the students were told they need not be concerned about a state-wide test because it wouldn't affect their school records. The results of the test were disconcerting to school personnel whose enthusiasm for the innovation was high: the school rated well BELOW the norms on both reading and arithmetic. The children had not taken the test seriously. Some had given up as soon as they became bored or the items looked hard; some had worked too slowly and lackadaisically, not being accustomed to the pressures of a time constraint.)

The chief value of norm-referenced tests is the kind of self-searching indicated by the questions.

CRITERION-REFERENCED TESTS are measures of performance on specific learning objectives. The kinds of questions asked may be similar to those on a norm-referenced test, but the comparison is strictly in terms of objectives attained versus those not yet attained by the same student. Criterion-referenced tests are more helpful for identifying strengths and weaknesses of particular students, for diagnostic/prescriptive teaching, and for comparing the student's growth over a period of time. Both teacher and student know where the student stands in relation to a number of specific requirements for a certain subject area. In addition, teachers can identify objectives already attained by a group, a whole class, or an individual and not waste time on these except for possibly a brief review as needed.

8. Ways of presenting collected data:

   Profiles in graph form
   Case studies, including home as well as test information
   Summaries of information

9. ANY 5:

   Group intelligence tests

   Achievement tests or aptitude tests

   Standardized tests in special areas, such as art (See Buros.)

   Creativity tests

   Analysis of case studies or profiles

   Evaluation of pupil products or performance (by experts in the areas of creativity or visual/performing arts or psychomotor ability)

GT # 10

Peer nomination using checklists or rating scales

Parent nomination according to checklists or rating scales or guided interview at parent-teacher conference

Teacher nomination according to checklists or rating scales

Evaluation of specific pupil accomplishments (honors, awards, offices held...)

Autobiographies or self-inventories by student(s)

IV. Activities

1. EXERCISE: Evaluating Content of a Group Intelligence Test

In recent years our concept of intelligence has changed substantially. Instead of a single quality - much like a common denominator called, in scientific terms, the g factor - intelligence is now viewed as a complex of highly specialized operations which exist in various individuals in different combinations and to different degrees. This latter theory, illustrated by the cube-like Structure of Intellect model devised by J.P. Guilford and associates, demonstrates that traditional intelligence tests have evaluated only a few of the estimated 150 specific mental abilities. (See Module # 4, "Application of Theories of Creativity to the Gifted/Talented.") One of the major limitations of the traditional standardized tests, then, is the actual content of the tests. The responsible counselor will make it a point to examine and evaluate this aspect of a test before selecting and administering it.

Use the checklist on the following pages as you examine the contents of any group intelligence test in your files (preferably a test that is currently used or has been used recently in your school's testing program). Study individual items, as well as the grouping of items into subtests. Consult the test manual to see whether the authors offer any theoretical framework or definition of intelligence on the basis of which test items were constructed.

Checklist

a. WHICH ABILITIES DOES THE TEST ASSESS?

NOTE: Because gifted pupils often have highly developed skills in the more abstract mental processes, their abilities are not adequately measured by a test which focuses almost entirely upon memory and comprehension.

Two systems for classifying abilities are provided below for reference. (You may want to refer to Modules # 3 and 4 in this series for a review of the terms.)

BLOOM'S TAXONOMIES

Cognitive	Affective
Knowledge	Receiving
Comprehension	Responding
Application	Valuing
Analysis	Organizing
Synthesis	Characterizing
Evaluation	

GUILFORD'S S O I MODEL

Operation	Content	Product
Cognition	Figural	Units
Memory	Symbolic	Classes
Convergent Production	Semantic	Relations
Divergent Production	Behavioral	Systems
Evaluation		Transformations
		Implications

b. DOES THE TEST GIVE EQUAL WEIGHT TO THE VARIOUS TYPES OF ABILITIES, AND IS THIS EQUALITY REFLECTED IN THE SCORING SYSTEM?

Many tests are heavily weighted toward vocabulary, thus favoring semantic knowledge. Furthermore, test makers often give priority to certain skills as being more relevant than others to academic pursuits and weight the scoring accordingly.

c. HOW FREE FROM THE MORE OBVIOUS KINDS OF CULTURAL BIAS DOES THE TEST APPEAR TO BE?

All tests are biased in some way; for example, items requiring language and/or experiences not familiar to minorities and the

poor; standardization on middle-class Anglo students, especially in suburban communities, etc. Some forms of bias are more obviously unfair than others. Counselors should note what sort of bias characterizes a test and whether the authors address themselves to this issue.

Speed can bias scores against those gifted students who are slow, thoughtful workers and/or meticulous markers of answers. Mark, a very good student in K-3, an especially able reader, performed very poorly on a reading test at the beginning of Grade 4 and was referred to a reading specialist for tutoring. The tutor administered a different test and observed Mark as he worked. At one point he looked out the window for some time. The instant he turned his attention away from the test the examiner pressed the stop watch. At last after perhaps ten minutes she asked Mark, "What do you see that's so interesting?" He visibly came back from far places and looked at the examiner in surprise; then he launched into an eager discussion of the facts in a paragraph he had read and the implications the information had stimulated him to consider. He had completely forgotten that he was in the midst of a test. When he resumed reading, the stop watch once again was activated. Needless to say, Mark was not a retarded reader. He scored at a 7th-grade level. But in a large group situation at school, the administrator of the reading test could not be observing Mark's excursions into imaginative thought, causing him to lose time and score lower than his true capability should have permitted.

On another reading test, a group of poor readers scored unusually high on the speed reading subtest. The suspicious reading specialist sought the cooperation of a different class to find out what was wrong with that subtest. She gave the class answer sheets WITHOUT copies of the test and directed them to mark at random for each item. The students who had never seen the test averaged a reading level of 4.2 (second month of fourth grade) and one gifted guesser achieved 6.8!

d. WHAT DIFFERENT TYPES OF GIFTEDNESS DOES THE TEST MEASURE, THUS PROVIDING A BROAD VIEW OF INTELLIGENCE?

(The philosophy of the authors of the test as stated in the test manual - if such a philosophy is set down - should be compared to the actual test items. Test makers often claim to take a broad view of intelligence without actually including test items which assess a wide range of abilities.)

e. FOR WHICH AREAS DOES THE TEST PROVIDE ITEMS THAT WOULD REVEAL GIFTEDNESS?

(General intellectual ability, specific areas of academic aptitude,

creativity or productive thinking, leadership ability, ability in the visual and performing arts, psychomotor ability?)

f. TO WHAT EXTENT DOES THE TITLE OF THE TEST ACCURATELY REFLECT THE CONTENT OF THE TEST?

(What, for example, do you think the Avery Mental Ability Scale* <u>really</u> evaluates? Intelligence? Scholastic aptitude? Achievement? Creativity?)

* Name of test is fictitious.

FOR COUNSELORS:

g. What kinds of reliability and validity data do the authors of the test(s) present?

h. Do the authors include the research design for obtaining such data?

2. EXERCISE: Comparing Content of Less Well-Known Intelligence Tests

It is one of the perversities of the testing field that the established and most popular tests, for which extensive data about reliability and validity may exist, tend to be out-of-date, whereas the more promising tests, constructed in light of recent developments and discoveries about learning are too new to be supported by extensive data.

Tests need frequent revision in order to reflect rapid changes in our society and schools. An achievement test in mathematics which is limited to the traditional approach will not be suitable for a school where the concepts of the "new math" are stressed. Likewise, tests of mental ability devised 20 or 30 years ago with information common at that time will poorly measure the skills and awareness of today's youngsters. On these older tests a word like <u>robot</u> or <u>com-</u>

puter may be rated as a difficult item; yet the average elementary school pupil now has come to regard both of these as commonplace. Whether these older tests create advantages or disadvantages that have an equalizing effect among all students is not known. One could speculate, however, that gifted students are more penalized by outdated tests because the test items do not explore the range and upper limits of the abilities of these students.

The process of revising and updating tests is costly and time-consuming, and the test publisher must then acquire new data for standardization of the revised test. All of this a publisher is reluctant to do, especially if sales are still high. (Why are they still high? Inertia on the part of the purchasers. Ignorance of other better devices. Effectiveness of a particular sales pitch.)

Select 2 or 3 of the intelligence tests included in the kit:

a. Goodenough-Harris Drawing Test by Dale B. Harris
(Notice the age range and the separate scoring for boys and girls.)

b. Peabody Picture Vocabulary Test by Lloyd M. Dunn
(Again notice the age range, also the kinds of information raw scores are translated into.)

c. Advanced Progressive Matrices, Sets I and II by J.C. Raven
(Notice age range and the different kinds of information provided in the manual.)

Study and evaluate the test items using the checklist in Activity 1.

Summarize your observations in terms of the checklist and as a whole.

(continued)

3. EXERCISE: Comparing Scores on Different Individual I.Q. Tests

The Stanford-Binet Intelligence Scale was administered to Eduardo while the Wechsler Intelligence Scale for Children was administered to his identical twin, Antonio, within the same week.

The twins are 11 years 2 months old.

Eduardo's Binet score was 100.

Antonio's Wechsler test yielded two scores: 97 Verbal

118 Performance.

You compare the different tests and note the following information: The Binet included vocabulary, block counting, abstract words, finding reasons, word naming, repeating 6 digits, memory for designs, verbal absurdities, memory for sentences, problem situations, similarities, picture absurdities, reversed 5-digit numbers to be remembered, and Minkus completion. Eduardo's lowest scores were on abstract words, memory for sentences, verbal absurdities, and Minkus completion. His highest scores were in block counting, memory for designs, picture absurdities.

Antonio's verbal test included information, similarities, arithmetic, vocabulary, and comprehension. The performance section involved picture completion, picture arrangement, block design, object assembly, and coding.

Write an explanation of the meaning of the test scores that you might present to the parents OR role-play a parent conference with a colleague for a staff meeting.

Turn to the next page and compare your response .

GT # 10

EVALUATION: Exercise 3

At first glance, Antonio appears to be the abler twin because of his higher performance score. Both verbal scores are very close and may be the result of language differences which handicapped them on their responses in English.

Actually, however, it is practically impossible to compare the twins' levels of intelligence because the tests differ so much. Different kinds of mental functioning are tested. Raw scores yield different I.Q. levels. About the best that can be said to parents is that both boys are functioning at a level typical for their age, and that both seem to have more success with numbers, designs, and pictures or objects.

4. Exercise: Interpreting Miscellaneous Standardized Test Scores

a. Judge whether the following statements are true and meaningful. Answer with YES or NO. If NO, explain why not.

(1) An individual whose score exceeds 100 - the mean, or average - on the Stanford-Binet test has above average intelligence COMPARED TO THE REST OF THE NATION.

(2) A standardized test that is too easy for a student will produce a misleading score; this score tends to be lower than it would be on a comparable test of greater difficulty.

(3) In a reporting system based on percentile rank, there is a greater difference between two students ranking in the 90th percentile and the 95th percentile than there is between two students in the 50th and 55th percentiles.

(4) If each member of a fourth-grade class obtains a grade-equivalent score of 4.0 or above on an arithmetic achievement test, then the class as a whole should be considered about average in arithmetic ability.

(5) The pupil who in October scores at the fourth-grade level in math (4.7) and then in May at the fifth-grade level (5.3) has made significant progress in that subject (assuming that the test is the same and that no errors in scoring were made.)

(continued)

b. Salina, a fifth-grade pupil, was given the Kittle Intelligence Scale for Minors (KISM)*. Her raw score yields a standard score of 130. (The raw score reflects the number of correct answers and sometimes the degree of difficulty of the test items; the standard score is adjusted to reflect the individual's performance in relation to the group tested.)

According to the manual of technical data for KISM, the test's standard error of measurement for pupils in Salina's age group is ± 7.0. (* KISM is a fictitious test.)

Which of these sentences is the most meaningful?

(1) Salina has an I.Q. of 130.
(2) Salina has an I.Q. of approximately 130.
(3) Salina's I.Q. is probably between 123 and 137.

Explain your choice.

c. Linda has taken different intelligence tests with different results. Explain the apparent discrepancies described, assuming that no errors were made in scoring and that maximum potential was indicated in each instance.

(1) In Grade 4, Linda took three separate I.Q. tests within a period of six weeks. On the Stanford-Binet, she scored 157; on the Otis, 135; on the Primary Mental Abilities, 178.

(2) In Grade 8, when Linda had just passed her 14th birthday, she took the Stanford-Binet again in another school and scored 135. Yet two years earlier, her score was more than 20 points higher.

Turn to the next pages and compare your responses.

GT # 10

EVALUATION: Exercise 4

NO.

a.(1)/ Many parents and teachers cling to the notion that I.Q. tests measure the intelligence of an individual in relation to the entire U.S. population. This is not the case, of course. The normative sampling is supposed to be representative of the entire U.S. population, but frequently is not.

A more meaningful statement would be: A score above 100 on the Stanford-Binet is a higher than average score COMPARED WITH THE NORM.

(2) Yes. (YES answers do not need explanations.)

Testing is based on age or grade level of the group to be tested. A standardized test for a pupil who is 9 years old and in Grade 4 but able to work at a 7th-grade level is too easy and will yield a score that is lower than it should be even though that score may be the highest possible (or "ceiling") for the test given. Although the pupil's score will be in the upper range, it will not accurately reflect how far the child's performance actually goes beyond that of others in the group.

By correctly answering items on a test of greater difficulty than the one prescribed for grade placement and chronological age, the child moves farther away from the average pupil on the scoring scale and achieves a higher score that more accurately indicates the child's ability in relation to that of other students.

(3) YES

Even though the numerical difference is the same (five percentile

points, the intervals between these units are NOT EQUAL. The percentile scale is based on the bell curve, which exaggerates differences among students scoring in the mid-range and minimizes differences at either extreme. Pegnato and Birch (1965) note that group tests are not effective indicators of giftedness because they do not discriminate well between children who are a little above average and those who are a great deal above average.

(4) NO

The class as a whole would be an exceptional class, not an average class, if EACH member scored at or above the 4.0 level. Grade-equivalent scores are arrived at by averaging the raw scores of a particular grade level in the norm group, in which roughly half will fall below the average and roughly half above it. It is the class which conforms to THIS pattern - with about half of the scores above grade level and half below - that is "average."

(5) NO

It is not meaningful to attribute an increase in a pupil's grade-equivalent score to actual progress in the subject. These two different scores (4.7 and 5.3) may reflect a constant percentile ranking (Wick, 1973). Thus, it is important to consider whether an increase in a pupil's grade equivalent score is accompanied by a POSITIVE CHANGE in the pupil's standing COMPARED WITH THE OTHER MEMBERS OF THE CLASS.

b. In the fictitious KISM test, Salina's "true" score could be 7 points higher (137) or 7 points lower (123).

(continued)

But it should be kept in mind that even when we refer to a scoring range, we are still speaking of PROBABILITIES. In other words, if it were possible to administer the KISM test on repeated occasions under exactly the same conditions, Salina would probably score between 123 and 137 about two-thirds of the time, or in 2 cases out of 3. One-third of the time her score would be likely to fall OUTSIDE the range.

> I.Q. values - if they are used at all - should be expressed as "zones," "bands," or "ranges," rather than a single fixed score, for this range takes into account the test's margin of statistical error, called the "standard error of measurement."

c. These apparent discrepancies are at least partially explained by the different factors measured, by the relationship of raw scores to chronological age, and by variations in the ceilings of different tests.

The following table (DeHaan and Havighurst, 1961) shows how variations occur in various standardized tests:

Variations in Maximum Scores Obtainable on Commonly Used Intelligence Tests

Name of Test	12-year-olds	14-year-olds
Stanford-Binet Intelligence Scale	190	167
Wechsler Intelligence Scale for Children	154	154
Otis Quick-Scoring Test of Mental Ability	153	153
California Test of Mental Maturity	157	136
Lorge-Thorndike Intelligence Test	147	150

(continued)

Notice that as both a fourth-grader and an eighth-grader, Linda achieved the highest possible score for her age on the individual Stanford-Binet tests, indicating definite giftedness. She also scored at the top each time on the three group intelligence tests.

5. Activity: Reporting Scores

At a local workshop three counselors[a] - Miguel, Norelle, and Stan - engage in a discussion about the relative merits of the three ways of reporting scores. Miguel argues that percentiles are least subject to confusion. Norelle, however, claims that grade-equivalents give the clearest picture of a pupil's standing. Stan favors the use of stanine scores. All agree that single I.Q. scores are not meaningful.

With a teacher and the principal, role-play this situation at a faculty meeting. Explain the strengths and weaknesses of each method and the implications for identifying gifted/talented pupils.

(Note: Information about each of the different methods was provided in the Preassessment Evaluation, Number 6, pages 9-11 .)

Assume that you are the counselor[b] at an elementary school where a group intelligence test is given to all entering first-graders at the beginning of the term. The parents of a child who scored in the top percentile drop by your office and ask to see the child's file which contains the test score. They believe their child is brighter than average and wish to verify their own evaluation.

What would you do in this situation if you had only the following

options? (Select the BEST answer and give your reasons.)

(1) Show them the file and interpret the test score, explaining that the score may be an indication of mental giftedness.

(2) Show them the file and point out that the child's performance is well above average, but discuss the possibility of giftedness with only the child's teacher.

(3) Indicate that the child's score is well above average but explain diplomatically that the contents of school files are confidential and reserved for staff use.

(When you finish, compare your response with the information on page 34 .)

6. APPRAISAL ACTIVITY: Using Other Individual Intelligence Tests

In addition to the well-known Stanford-Binet and Wechsler tests, there are other individual tests of mental development that counselors or teachers may find useful alternatives.

Three such tests - Raven Progressive Matrices, Peabody Picture Vocabulary Test, and Goodenough-Harris Drawing Tests (which measure perceptiveness and the development of conceptual thinking, NOT artistic skill) - are appropriate for identifying gifted students. (Copies of the tests are in the kit.)

Examine each test carefully. Make a chart comparing features of the three tests, such as

* age levels
* approximate administration times
* type(s) of test items
* scoring system
* date of standardization/revision
* characteristics of norm group.

(continued)

On the basis of your analysis, predict which test would be most suitable for identifying

* very young gifted children
* academically gifted children
* disadvantaged gifted students
* handicapped gifted students (specify handicaps)
* gifted children with uneven abilities.

Discuss results with colleagues.

b

Select at least one of these tests after examining all three and administer it carefully to a group of 3-5 students. STUDY THE INSTRUCTIONS THOROUGHLY AHEAD OF TIME. Try to include different types of students in the group: a handicapped student, a "problem" child, a disadvantaged one, a high achiever, as well as students already known to be exceptionally bright.

7. APPRAISAL ACTIVITY: Using an Aptitude Test

Examine and administer the Differential Aptitude Test (DAT) - in the kit - to at least 3 students whose scores you have on standardized group achievement tests.

List the information derived from the DAT and that from the achievement test(s). Explain to the teacher(s) of those students what the DAT revealed which the achievement tests did not.

NOTE: The DAT is specified for Grades 8-12. In elementary school, select students with ability in this range, even though their grade-placement is not. (Some gifted/talented students in 4th grade may be capable of achieving meaningful scores on an 8th-grade level according to their MENTAL AGES - as derived from multiplying age in years and months by the I.Q. expressed in hundredths. Example: Age - 9

years 3 months; I.Q. score - 144. Multiply 9.25 [3 months = .25 of a year] x 1.44 [I.Q. expressed in hundredths] = MENTAL AGE of 13.32; a typical 8th-grader is likely to be 13 years old.)

8. READING: Criterion-Referenced Tests

Read the article in Appendix A,"Criterion-Referenced Testing." Discuss with a colleague the advantages and disadvantages of this approach as specifically related to the gifted/talented.

9. APPRAISAL ACTIVITY: **Using a Criterion-Referenced Test**

Examine thoroughly the S.O.I. Learning Abilities Test (in the kit). Administer it to a group of students. Prepare profiles on the students indicating their strengths and weaknesses according to the instructions in the Examiner's Manual.

Write a summary of your findings, including the following:

a. What kinds of information did it provide about each pupil?

b. How does it compare with the information gained from a norm-referenced standardized achievement test which has been administered to the same pupils?

10. APPRAISAL ACTIVITY: **Using a Criterion-Referenced Test**

Check out the Random House kit, READ ON: CRITERION TESTS IN READING SKILLS (Education Service Center, Region XIII, KT 126 for Grades K-6.) Compare this kind of test with a typical norm-referenced reading test.

Discuss the different types with interested teachers of the lower elementary grades, and show them how to use the READ-ON kit with their gifted/talented students or underachievers who seem to have high potential.

11. Exercise: Using Profiles

a. Assume that you have just received the cumulative records of a seventh-grader named Constancia, a mid-year transfer student from another state. The file contains the following scores: (Note: Titles with asterisks are fictitious.)

Wisconsin Intelligence Test *	M.A. 15.4
Scale of Learning Concepts *	75th percentile
Scholastic Achievement Battery*	Verbal 60 Math 65 Science 55

The principal asks for an appraisal of Constancia's abilities based on her records and suggests that a composite profile would be especially helpful.

Explain the difficulties involved in interpreting her scores.

b. Study the profiles (following page) depicting scores of two pupils on the Differential Aptitude Test. Explain what problems are posed by attempting to use these profiles to select the top 3% for a program for gifted students.

NOTE: When you have finished both a and b, compare your responses with the Evaluation on page 34.

(NOTE: Activities continued page 36)

(From MANUAL FOR DIFFERENTIAL APTI
Bennett, H.G. Seashore, and A.G. W
Corporation, 1966, pp. 3-6 and 3-7

Name	Year*	Form	Grade	Sex
GOODHEART HARRIET	63F	L	11	F

	Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp. & Acc.	Mechanical Reasoning	Space Relations	Language Usage: Spelling	Language Usage: Grammar
Raw Score	44	35	79	43	56	43	45	96	53
GIRLS Percentile	90	90	95	85	45	65	85	97	95
(BOYS)	(95)	(85)	(95)	(90)	(70)	(25)	(75)	(99)	(99)

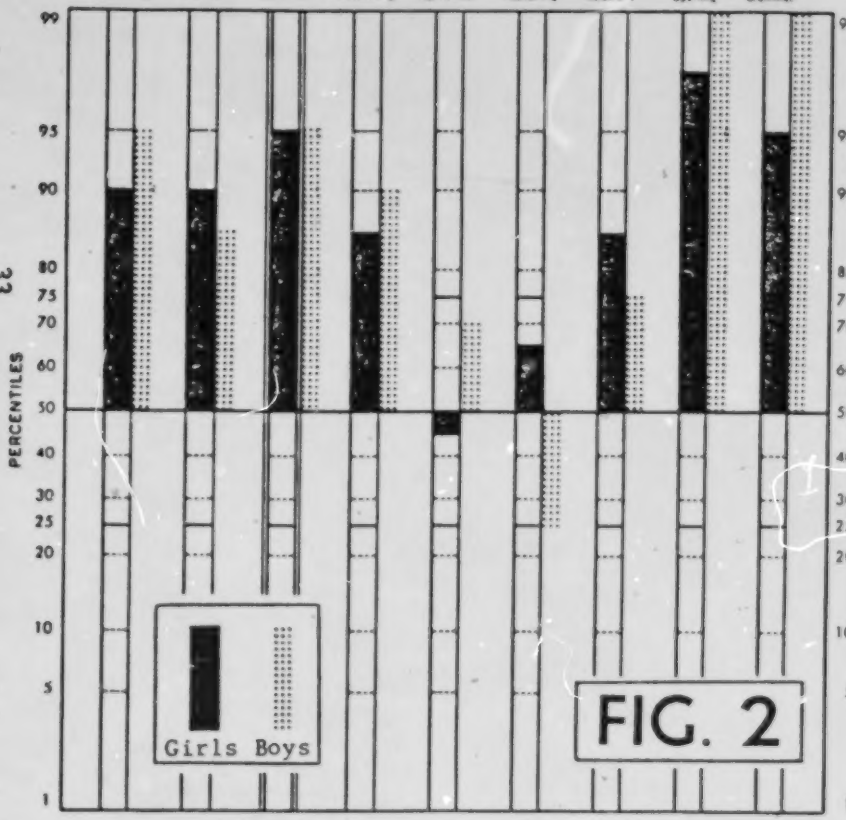


FIG. 2

Norms Used _____ (if no entry, percentiles are based on national norms)

*F – first (fall) semester testing and percentiles; S – second (spring) semester testing and percentiles.

TUDE TESTS, Fourth Edition, by G.K.
esman, published by The Psychological
)

Name										Year*	Form	Grade	Sex
F I E L D R A L P H										63F	L	09	M
	Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp. & Acc.	Mechanical Reasoning	Space Relations	Language Usage					
								Spelling	Grammar				
Raw Score	33	31	64	36	41	48	28	56	32				
Percentile	90	95	97	80	40	75	70	55	85				

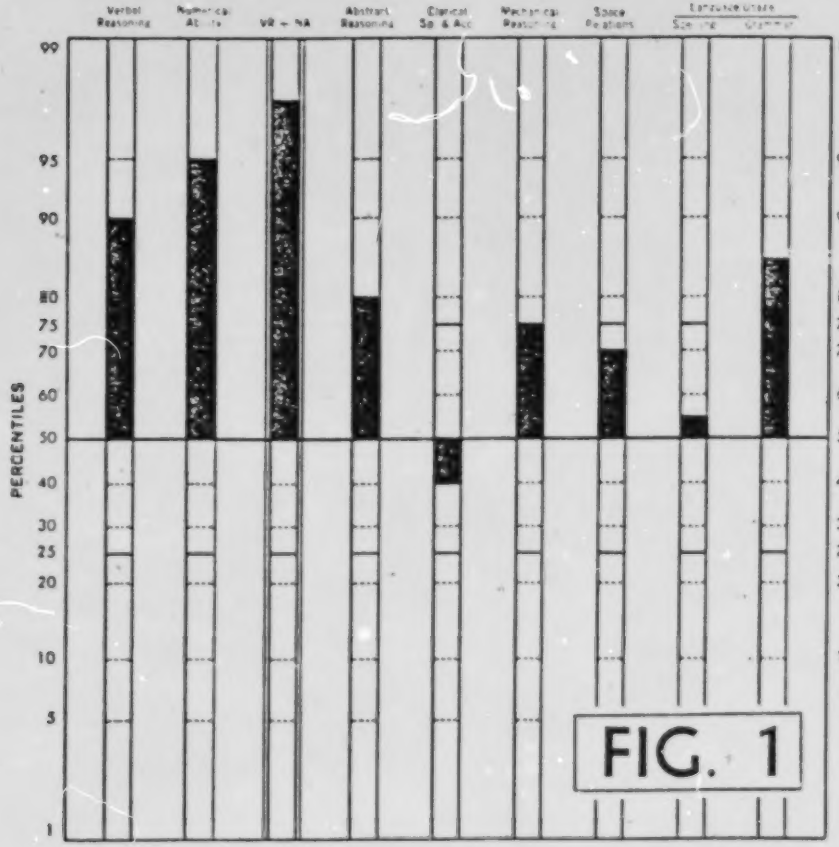


FIG. 1

Norms Used _____ (if no entry, percentiles are based on national norms)

*F – first (fall) semester testing and percentiles; S – second (spring) semester testing and percentiles.

GT # 10

EVALUATION: Activity 5 b (page 28)

Public Law 93-380, Section 438 - "U.S. Family Education Rights and Privacy Act" - guarantees parents the right to inspect and review ALL OFFICIAL RECORDS PERTAINING TO THE STUDENT, including all scores on intelligence, aptitude, and psychological tests. Therefore, the counselor MUST disclose the pupil's score on the test.

It is important that the counselor provide the parents with an accurate, comprehensive interpretation of the test score. This involves not only explaining the meaning of any test score (and, for naive parents, the variables of the testing process), but also discussing - in this case - the possibility of giftedness. Any counselor who avoids discussing this subject with parents (as if giftedness were an embarrassing or detrimental trait) is hindering the development of the child's potential. Many intellectually gifted children have, as adults, remarked on the cloak of secrecy that always seemed to surround their superior test scores. Areas of ability should be stressed.

EVALUATION: Exercise 11 (page 32)

a. The main difficulty in assessing Constancia's overall ability on the basis of these scores is that they are not comparable, not only because the scores are reported in a variety of forms, but also because no information is available about the different norms used. A profile cannot be graphed except in the case of the three scores of the achievement battery. What these three scores mean is not at all clear - percentiles? Grade equivalents

with the decimal omitted a common practice

In order to make a responsible judgment about this pupil, the counselor would need to study the technical data pertaining to these tests.

b. The obvious issue here is, Which score or combination of scores defines the "top" 3%"? If the combined verbal and numerical score is used (VR + NR)- this figure is often given greater weight on the grounds that skills in these two areas are more relevant to academic work - then Ralph's score (97th percentile) would qualify him for the program whereas Harriet's might not (95th percentile). Ralph is superior in two areas, and this versatility makes him exceptional. Harriet is superior to Ralph in all but numerical ability and space relations, but if the school places a higher value on the combined verbal and numerical score, Harriet may be excluded from consideration.

The main difficulty in trying to establish a cut-off point for a program for gifted students is that,aside from the purely arbitrary nature of a rigid figure, giftedness is not revealed in the same patterns of abilities.

Educators often tend to reward the "well-rounded" student before acknowledging the student who has fewer but perhaps more highly developed skills. The counselor's role, of course, is to ensure that both types are recognized and provided for.

12. READING: Using Case Studies

Read Chapters 1 and 12 in Hauck and Freehill's THE GIFTED (in the kit). Make notes of new insights that you acquired about giftedness and discuss these points with other colleagues.

13. EXERCISE: Making and Using Case Studies

Read selected case studies in Hauck and Freehill's THE GIFTED (in the kit). Then prepare case studies similar to them for at least 3 pupils in your school who are known to have both exceptional abilities and specific needs that are not being met at this time. Use a variety of sources (teacher and parent comments or checklists, pupil autobiographies, family and medical histories, academic records, etc.) to compile the case studies.

Analyze the case studies and make a list of conclusions/recommendations that can be used to correct present situations.

14. EXERCISE: Using Another Way of Reporting Data

Read pages 44-52 in Gutsch and Alcorn's GUIDANCE IN ACTION: IDEAS AND INNOVATIONS FOR SCHOOL COUNSELORS (in the kit).

Compare this method of reporting data with the graphic profile and the case study. Which of the three methods seems to be most effective in terms of information presented and time required to prepare it - the profile, case study, or summary? For which of following purposes would each of the methods be MOST appropriate?

* A conference with a parent?
* Teacher use?
* Referral of a student for a special reason - acceleration, an unusual opportunity, psychological help, etc.?

15. DISCUSSION: Testing for Specific Talents

There are relatively few good instruments for identifying giftedness in specific subjects. Areas which have traditionally been given high priority in our schools - such as math, science, and language arts - are better covered by the standard aptitude and achievement tests. But many other areas of talent have been neglected, such as creativity, leadership, and the arts. In most schools, pupils with abilities in these fields are not noticed unless they have somehow distinguished themselves, for testing programs usually do not screen for high potential in these areas. Thus recognition of these kinds of talent depends on whether the interests of students have inclined them toward these pursuits. In order to apply the broader definition of giftedness, schools need to use assessment techniques in a wider range of areas.

Examine the sample tests for creativity included in the kit (TORRANCE TESTS OF CREATIVE THINKING and THINKING CREATIVELY WITH SOUNDS AND WORDS.) Review their format and contents. Administer both tests to selected students.

Discuss with colleagues ways in which one or more of these tests could be included in the school's testing program.

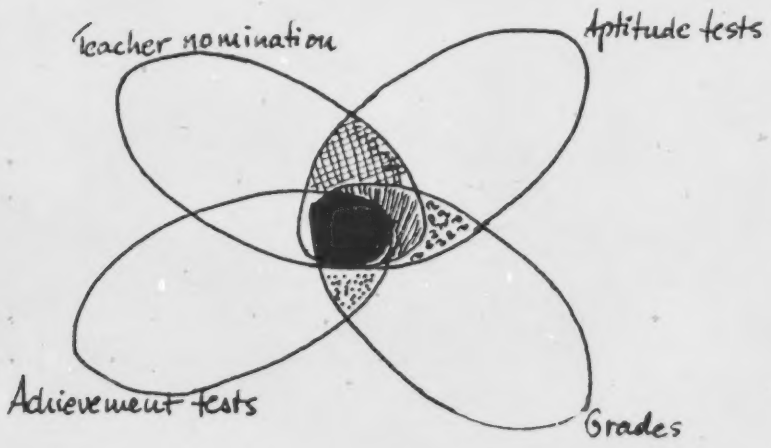
16. READING: Comparing Screening Processes

On the following pages are three examples (A, B, C) of procedures for screening and identifying students for a gifted program. Study each carefully, noting the advantages and disadvantages of each.

GI # 10

16. A. A Paradigm for Identifying the Mentally Gifted

(From "The Identification of the Gifted," Test Service Bulletin, No. 55, December, 1963, The Psychological Corporation, New York.)



Students who fall into 3 or 4 areas are placed in the program.

Students who fall into 2 areas are placed in the program unless someone can provide the selection committee with convincing evidence to the contrary.

Students who fall into 1 area may be included if someone provides the selection committee with convincing evidence of the student's unusual assets, motivation, and so forth.

GT # 10

16. B. Identification - Responsibility of Both Principal and Teacher

(From ACCENT ON TALENT, by John C. Gowan, Vol. 2, No. 2, 1967, pp. 290,291)

Identification — Responsibility of Both Principal and Teacher

The following is suggested as a special identification program to be modified in specific particulars by local requirements.

1. Select beforehand an approximate percentage of the students for the program, depending upon local wishes and value judgements. It is suggested that this percentage should not be less than 1% and not more than 10%, except in exceedingly atypical schools. Let the percentage target be represented by P%.

2. Use a group test screen, and cut at a point which will give 5P%. Take the top tenth of this group and put them into the program without more ado. Put the rest of the group into the "reservoir".

3. Circulate to each classroom teacher a paper in which he or she is asked to nominate the:

   a. Best student.
   b. Child with the biggest vocabulary.
   c. Most creative and original.
   d. Child with the most leadership.
   e. Most scientifically oriented child.
   f. Child who does the best critical thinking.
   g. Able child who is the biggest nuisance.
   h. Best motivated child.
   i. Child the other children like best.
   j. Child who is most ahead on grade placement.
   k. Brightest minority group child in the class in case there are more than five, and one has not been named heretofore.
   l. Child whose parents are most concerned about increasing the enrichment of his educational progress.

4. Use an achievement battery and cut at a point which will yield 3P%. Make a list of all students who are in the top tenth in numerical skills; add both of these lists to the "reservoir".

5. Together with the principal, curriculum staff and guidance staff, plus a few teachers, go over and make a list of children who:

   a. Have held leadership positions.
   b. Achieved outstandingly in any special skill (such as arithmetic).

c. Are the best representative of minority groups.

d. Have influential parents.

e. Are examples of reading difficulties but believed bright.

f. Are believed bright but maybe emotionally disturbed.

g. About whom any single individual feels he might be in the program.

Put these in the "reservoir".

All pupils in the "reservoir" should now be ranked as to the number of times they have been mentioned.

All children having three or more mentions should be automatically included in the program.

All children having two citations should be sent to Binet Testing.

The Binet equivalent for the P% cut should be determined and any child above this cut placed in the program. If it is feasible, children with one mention should be Bineted with the same results. The remainder of the children are in the "hands of the committee". Each case should come up individually, and some of them should be placed in the program despite a Binet below the cut score. Special consideration should be given to (1) minority group children, (2) emotionally disturbed children, (3) children with reading difficulties and, (4) children with marked leadership or creative talents.

The committee should not be afraid to include children in the program because of social considerations, but each child who comes up before committee consideration should have an individual test.

It is believed that such an identification program:

1. Is reasonably effective in finding most of the able children.

2. Is reasonably efficient in cutting costs of individual testing to the bone and in conserving valuable committee time, which needs not be spent on consideration of children who obviously go into such a program.

3. Provides the multiple criteria which are so important in locating all of the able.

4. Is flexible enough to provide for special cases.

If such a program is adopted, it will be found that the size of P will tend to grow. This should not be a source of worry. The best answer of "where do we stop" is not to stop until at least one member of the screening committee thinks the committee has gone too far in letting students into the program. At any time in the program there ought to be children answering to the following descriptions that somebody thinks don't belong there: (1) a minority group child, (2) a slow-reader for his ability, (3) a "nuisance", (4) an emotionally disturbed child, (5) somebody's relative, (6) an original creative child, or (7) a school leader. If the program doesn't do anything for any one of these children, they can always be taken out with a minimum of educational damage. If it does do something for them, the guidance committee has the satisfaction of knowing either that (1) it has made a good guess, or (2) that it has acquired an important friend.

16. C

Identification Matrix Combines 11 Testing Scores

(Reprinted from March, 1977, N/S-LTI-G/T BULLETIN, p. 3)

A more equitable way to identify students for gifted programs is the purpose of a new identification matrix designed by Alexinia Baldwin, Assistant Professor, State University of New York at Albany.

"I do not suggest or recommend that standardized instruments such as IQ tests and achievement tests be ignored in the use of this format," the designer of the Baldwin Identification Matrix (BIM) said. "Rather, I suggest that additional instruments which expand the data base and establish the acceptance of a broad range of abilities be added."

The matrix, shown in the accompanying figure, has been used for a year by the Minnesota Department of Education. Lorraine Hertz, Minnesota Consultant, Gifted and Talented, has found it a successful method of identification, Baldwin said.

The New York professor said this identification system will greatly help those working with the following expanded definition of giftedness: *academic*, excellence in math, science, and other content areas; *creative*, excellence in the arts, music, and creative expression of all types; *kinesthetic*, exceptional manipulative facility; and *psychosocial*, adeptness at leadership skills, group awareness, or analysis of behavioral cues from other students. Techniques for assessing these characteristics are being developed by many individuals, she said, citing a new book by Joseph Renzulli, and others, *Scales for Rating the Behavioral Characteristics of Superior Students.**

"Assuming that a school district accepts the rationale for an expanded definition, they face the dilemma of pulling all of these scores together in a workable, practical, non-discriminatory format," Baldwin said, "to interpret a child's qualification for a specially designed program."

Besides obtaining from the profile an equitable cut-off point for program acceptance, she added, the Baldwin Identification Matrix can also be used to select children for particular program emphases. Baldwin listed the following advantages for use of the BIM:

Susan Matrix , student

Baldwin Identification Matrix*

Indicate points after each test according to score earned. Add total number of points earned by student.a

Tests	Scores (5)	(4)	(3)	(2)	(1)
	140+	130-139	120-129	110-119	100-109
1. Standardized Intelligence Tests	(✓)	( )	( )	( )	( )
	95%ile	90-94%ile	85-89%ile	80-84%ile	75-79%ile
2. Achievement Test Composite Score	( )	(✓)	( )	( )	( )
	Stan 9	Stan 8	Stan 7	Stan 6	Stan 5
3. Achievement Test - Reading Score	(✓)	( )	( )	( )	( )
	95%ile	90-94%ile	85-89%ile	80-84%ile	75-79%ile
4. Achievement Test - Math Score	( )	(✓)	( )	( )	( )
	32	28-31	24-27	20-23	16-19
5. Learning Scale Score	(✓)	( )	( )	( )	( )
	36	32-35	28-31	24-27	18-23
6. Motivational Scale Score	(✓)	( )	( )	( )	( )
	40	36-39	32-35	28-31	20-27
7. Creativity Scale Score	( )	( )	(✓)	( )	( )
	40	36-39	32-35	28-31	20-27
8. Leadership Scale Score	( )	( )	(✓)	( )	( )
	Superior	Very Good	Good	Average	Below Average
9. Various Teacher Recommendations	(✓)	( )	( )	( )	( )
**10. Psychomotor Ability	( )	( )	(✓)	( )	( )
**11. Peer Nomination	( )	(✓)	( )	( )	( )

Total Number of Points 46

*Recommended by Alexinia Baldwin, University of New York at Albany, and developed for use by Lorraine Hertz, Minnesota Office of Gifted and Talented

**Suggested additional inclusions on the matrix

1. A school district can use available information for assessment of a child's capabilities.
2. The total score gives the child from a different culture an opportunity to compete for recognition in a specialized program. This advantage also applies to the child whose talents or giftedness lie in areas which have traditionally been excluded from recognition.
3. The district can tailor the program to the abilities shown on the profile sheet. (A "threshold" program can help children develop areas of weaknesses before entering a high-competition area.)
4. Strengths can be assessed as well as weaknesses of children who are exceptionally gifted in the traditional areas.
5. A starting point is provided for curriculum development and an organizational structure for meeting the needs of the identified children.
6. The underachiever is identified through profile scores.

The profess[illegible] of education said an inservice kit is now available to help other school distric[illegible] fullest benefit from the use of this identification matrix. This has been developed with Judith Wooster, Erie County (New York) teacher.

*Scales for Rating the Behavioral Characteristics of Superior Students *by Joseph S. Renzulli, Linda H. Smith, Alan J. White, Carolyn M. Callahan, and Robert K. Hartman is now available from Creative Learning Press, Wethersfield, Connecticut, along with Renzulli's other new book,* The Enrichment Triad Model: A Guide for Developing Defensible Programs for the Gifted and Talented *(summarized in the September 1976* Bulletin*).*

17. EXERCISE: Devising a Screening Process

Draw up a plan for screening pupils for a gifted program in your school. Be sure to mention specific instruments. (See Module 1 for samples of checklists, rating scales, inventories, etc.)

Evaluate the plan according to the following criteria:

a. Does the plan provide for the earliest possible identification of giftedness of all kinds?

b. Does the plan avoid the use of any SINGLE measure, such as test scores?

c. Is the plan flexible enough to identify multiple abilities within the same students?

d. Does the plan provide for inclusion of children whose potential may become more apparent at a later stage?

e. Is there provision for an ongoing screening process so that students new to the school and others who have been missed in the earlier screenings may be included in special programs?

Discuss the feasibility of your plan with teachers and administrators and, if necessary, modify the plan in the light of their suggestions.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. Name at least 5 different instruments which measure
   * a student's potential
   * specific areas of achievement
   * strengths and weaknesses
   * creativity.
2. List several problems which affect testing and may cause gifted/talented students to be overlooked or misidentified.
3. Compare the reporting of test scores as percentiles, stanines, and grade-equivalents, pointing out advantages and/or disadvantages.
4. List techniques other than tests by which giftedness may be identified.
5. Describe 3 ways to share information about a student's strengths and weaknesses.
6. Describe 3 types of screening processes.

Turn to the next page and compare your responses.

GT # 10

POSTASSESSMENT EVALUATION

1. See page 6, Number 2; also page 9, Number 5; page 29, Number 6; page 30, Number 7; page 31, Numbers 9 and 10; page 37, Number 16; and pages 14 and 15, Number 9.

2. The following may affect testing:

   a. Different factors of intelligence or achievement are measured by different tests.

   b. Norm populations may not be representative of the students tested.

   c. Differences in ceilings lead to confusion about the significance of test results.

   d. The top scores based on age do not indicate what a very bright student's TRUE capabilities are; the scores merely indicate exceptionality, not the degree or extent.

   e. Outdated tests may not truly reflect potential because of the many changes in society within the last few years.

   Of course, student motivation, health, comfort, etc., are also involved.

3. See pages 9-11, Number 6.

4. See pages 14 and 15, Number 9.

5. See page 14, Number 8.

6. Different types of screening processes:

   a. A model of overlapping areas represented by scores on aptitude tests, scores on achievement tests, recorded grades, and teacher nominations. (See page 38, Number 16 A.)
   b. Development of a "reservoir" (described by Gowan on pages 39 and 40, Number 16 B).
   c. A matrix including a variety of different kinds of scores, including those achieved on the Renzulli SCALES FOR RATING THE BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (See page 41, Number 16 C.)

PART TWO

NURTURING AND STIMULATING UNDEVELOPED TALENT

"Counseling is not 'advice-giving' but helping a student find out for himself. If the student makes the decision, he is more likely to take positive action to implement the decision."

- DeHaan/Havighurst

GOALS: *To understand the academic problems encountered by the gifted/talented and to discover ways to help these students solve them.*

I. Enabling Objectives

Upon completion of this part of the module, you will be able to

1. List the characteristics of gifted/talented students which may cause academic problems.
2. Identify approaches to the problem of underachievement and other school-related difficulties.
3. Describe ways to help the gifted/talented understand their abilities.

II. Rationale

In her autobiography (1958), the writer Fannie Hurst describes how, after repeated instances of creating disturbances in her high school classes, she was sent to the office of Mr. Schuyler, the school disciplinarian, for writing poems which made fun of her teachers. Mr. Schuyler did not refer to her misbehavior at first; instead he talked to her about herself and her interests, particularly writing and literature. As her "punishment" he required her to write an essay each day for the next two weeks, and he read and discussed each of her compositions with her. As a result she began to devise infractions that would get her sent to Mr. Schuyler, who continued to guide and encourage her in her reading and writing.

Stories of this kind are common in the lives of gifted, creative individuals, who often attribute their development to someone who was understanding and encouraging. Educators - particularly counselors - are in a position to play such a role in fostering the full development of gifted/talented students.

Since many gifted are characterized by their greater capacity for and interest in learning, it is not surprising that the current school system is the main source of problems for this group of students. The curriculum, geared to the average student, does not meet the cognitive needs of the gifted students. This fact is widely recognized. Neither does the standard curriculum encourage creatively.

At first glance it would appear that bright children must know

how to study effectively. Unfortunately, however, many of the gifted do not acquire a good foundation in study skills because learning comes so easily to them in several subjects, perhaps even in all. The child quickly discovers that it is possible to get along, even excel, for long periods "without cracking a book." The first time the student is confronted with a more demanding level of work, he/she is at a loss as to what to do and where to start. Bewilderment turns to frustration and escape and finally a complete lack of self-discipline.

Susie is a typical example. A sophomore with an I.Q. score of 130 on a 9th-grade group intelligence test and an across-the-board rating of 99th percentile on the sub-tests of the Iowa Tests of Educational Development, Susie was one of a group selected for a special project for the gifted. All of her teacher-assigned grades also indicated that this teenager was ready for such an opportunity. However, as time went on, Susie's unfamiliarity with the use of appropriate reference materials, her unwillingness to exert effort, and her lack of a sense of responsibility caught up with her. She failed to meet deadlines; then forgot to complete the assignments. As she confessed to the teacher, "I was so glad to be excused from class, but I didn't realize this project would be so much work and I knew so little about how to study on my own. I kept putting things off, figuring I could easily catch up. I'm sorry I failed you."

Who failed whom? According to Nelson (1972), we create failures by keeping the bright unchallenged. Thus when they encounter real challenge, they are not prepared for it.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List 5 academic problems that the gifted/talented commonly experience as a result of their giftedness.
2. List 5 characteristics of gifted underachievers.
3. List 5 ways the gifted/talented can be benefited through academic guidance and counseling.

Turn to the next pages and compare your responses.

GT # 10

PREASSESSMENT EVALUATION

1. Any 5: (adapted from Colangelo and Zaffrann)

   a. Boredom and frustration with a curriculum geared to the average student

   b. No opportunity to realize potential because schoolwork is not sufficiently challenging

   c. No time to pursue special interests because of regimented classroom routine

   d. No understanding of or indifference to their creativity by others

   e. Difficulty finding a teacher with expertise to serve as mentor in special areas of interest

   f. Intense out-of-school interests conflicting with schoolwork

   g. Tendency to work only in areas of interest and to exclude effort in other subjects

   h. Unwillingness to attempt activities that will not guarantee successful performance

   i. Weak study skills and poor self-discipline

2. Any 5:

   a. Negative about own potential

   b. Fearful of failure and of attempting new tasks because of the likelihood of failure

   c. Resentful of criticism, yet likely to be highly critical of others

   d. Extremely defensive, given to rationalizing, alibiing, excusing failures, lying

   e. Belligerent toward most classmates and others

   f. Inattentive (wriggling, doodling, whispering)

   g. Prone to habitual procrastination, dawdling, daydreaming, sulking, brooding

3. Any 5:

   a. Conferences with individual students discussing STRENGTHS and INTERESTS and ways to capitalize on strengths, eliminate important weaknesses

   b. Conferences with appropriate teacher(s) about student's abilities and interests in an effort to help teacher(s) realize student's achievement shows he/she is beyond the level of grade placement and should be working with more advanced materials or investigating special topics in independent study

   c. Conferences with parent(s) about the student's STRENGTHS and interests with encouragement of ways to help student with out-of-school enrichment activities (e.g., provide opportunities to study art, music, dance, or other areas through private lessons; talk about art or music or dance history/ artists, performers, composers, choreographers/the future of these cultural areas; visit art galleries, exhibitions, concerts, recitals together and discuss experiences; enroll in correspondence courses about subjects of interest; borrow from the public library or purchase programmed materials which are self-instructional...)

   d. Preparation of a file of adults both in and out of school with expertise in a variety of special areas of interest who are willing to serve as mentors for students

   e. Analysis of areas of weakness in study skills, using results from tests which contain material in this area, from informal inventories of study skills techniques, and discussion with stu-

dent(s) of ways to improve

f. Development with teachers of self-guided study skills program with which students may work on their own as opportunity arises

g. Conference with librarian regarding the needs and interests of gifted/talented students in school and ways he/she can help with suggested materials, activities

h. Scheduling of appropriate materials for use before or after school or during the noon hour (See catalogs listing titles of audiovisual materials at your local Education Service Center.)

i. Survey of gifted/talented students to determine interest in enrichment activities before or after school or during the noon hour and provision of opportunities for participation in those activities, using the help of interested parents or teachers

IV. Activities

1. To acquire a sense of the various school-related problems that the gifted/talented often encounter, determine the attitudes of gifted pupils toward school.
   a. Meet with the gifted group and conduct an open discussion of the strengths and weaknesses of the school and the curriculum as perceived by these students. Try to elicit specific feelings, too. Then share the information with the faculty while protecting the anonymity of the group.
   b. Brainstorm ways meaningful changes can be made that will benefit these students without turning the school upside down.
   c. Using the Hershey chart in Appendix B, "Characteristics of Gifted Children and Concomitant Problems," note the characteristics of giftedness that are often responsible for certain difficulties. For each problem on your own list, jot down a possible cause and a suggested solution. Share your findings with colleagues.
2. Examine the material, "Suggested Solutions to Problems Teachers Encounter with Their Gifted Students" (in the kit). Share the suggested solutions with teachers who have mentioned pupils who exhibit any of the negative behaviors associated with giftedness.
   Hold brainstorming sessions with teachers to add to the list of solutions.
3. Certain problems in the classroom may be caused by a teacher's attitude toward gifted students. Whereas many teachers are eager to have

bright and creative pupils in their classes, others sometimes feel threatened by these children or annoyed and frustrated by the negative, disruptive behavior that gifted pupils display at times. There are enough complaints from gifted children and their parents concerning the sarcastic or otherwise hostile remarks of teachers to warrant a counselor's consideration of this problem.

One parent gave this description of the situation created by her gifted son's behavior:

> In kindergarten the teacher would walk over and turn on the light, and [my son] would say, "Would you like to know how that light switch works?" It nearly drove her up the wall, so he was labeled as a behavior problem." (The Gifted and Talented: Problems of Parenting, p. 16)

Evan an understanding teacher may become frustrated when faced by the task of providing appropriate outlets for a gifted child's energy and curiosity or eagerness to provide explanations.

Arrange to observe several classes in which the teacher has complained about the disruptive behavior of a bright child. Determine whether the teacher's attitude seems to be a source of the problem in part. (Review the items on the Martinson-Wiener Rating Scale - in Appendix C - to aid your assessment, but do NOT complete a formal rating. Watch for behaviors both verbal and non-verbal of teacher AND student and make notes on these for later consideration.

4. Although a teacher's reactions toward gifted students can be a factor of that teacher's personality, attitudes toward this type of student can be shaped by personal contact and experience. The more

background a teacher has in understanding giftedness, the more favorable his or her attitude toward giftedness is likely to be.

An interesting study of attitudes toward giftedness (Solano, 1976) reported these findings: Educators who were

a. Familiar with gifted students had a more favorable opinion of them than those educators with no familiarity.
b. Unfamiliar with gifted students shifted from a negative to a positive opinion of these students after completing a course of study on the characteristics of giftedness.
c. Unfamiliar with gifted students tended to have a negative attitude toward gifted boys and a positive attitude toward gifted girls.
d. Familiar with gifted pupils tended to have a negative attitude toward gifted girls and a positive attitude toward gifted boys.

These findings have important implications for the school counselor. First, the counselor can play an important role in educating inexperienced teachers and administrators about the characteristics and needs of the gifted. Second, the counselor can make special efforts to help teachers establish good relationships with their gifted girls.

Arrange with your administrator for a workshop on the characteristics and needs of gifted/talented students, using Modules 1 and 2 of this series. Devote time to the special problems of gifted girls and other disadvantaged groups. (See Module 8 and pp. 63,64 of Colangelo and Zaffrann's Counseling the Gifted Student - in the kit - for

a summary of the special problems of gifted girls.

6. Underachievement is one of the most serious problems in education, and yet there has been a general failure to find any simple or certain solutions to the problem. Gowan and Bruch (1971) summarize some of the findings in this area of research:

   a. Counseling parents of underachievers has been successful (parents of these students tend to represent either of two categories: indifferent to learning or overly concerned with academic achievement).

   b. Counseling efforts should begin as early as possible, no later than junior high school (Shaw and McQueen, 1960, report that underachievement can be observed as early as Grade 3 for boys and Grade 6 for girls.)

   c. Counseling efforts should be designed to fit the individual underachiever's particular needs and characteristics; the use of an individual I.Q. test as a DIAGNOSTIC tool is desirable. Some tests can be administered by counselors or teachers; the Stanford-Binet and Wechsler must be administered and interpreted by school psychologists or educational diagnosticians.)

   d. The counselor is an important variable in the counseling process, with qualities of warmth, empathy, and genuineness proving most successful.

   e. Group counseling is, in general, more effective than individual counseling for gifted/talented students who are underachievers.

   f. Attempts to motivate underachievers through exhortation ("the pep

talk") prove worse than no counseling efforts at all.

Because poor self-concept is an important part of a gifted underachiever's personality, organize a group of gifted underachievers to meet on a regular basis and use selected group activities from 100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM. (Skim through the activities described and choose those best suited to group involvement.)

7. As noted earlier, the gifted/talented often lack proper study skills. Some of the areas where study skills may be needed are as follows:

   Listening effectively
   Reading techniques: skimming to locate answers, finding main ideas, noting relationships of ideas, expanding vocabulary, reading faster...
   Reviewing
   Outlining
   Using the library
   Taking notes from material presented orally or in writing

   Have students complete the American Study Habits Survey (in the kit) and figure their scores, using the guiding statements under MY SCORES on the reverse side to determine their efficiency levels. Encourage students with scores lower than 30 to work with PROGRAMMED STUDY TECHNIQUE (How to Study Workbook) - also in the kit.

   Make study materials available so that students may work on their own any time to improve their techniques. (See list in Appendix D.) Try STUDENT SUCCESS: How to Be a Better Student and Still Have Time for Friends - in the kit - with a group. Encourage teachers and the librarian to coordinate efforts in a program for improving study skills.

8. Encourage a group of teachers of gifted students to read the article, "Helping Gifted Students to Identify Their Learning Styles" (See

Appendix E) and to work with you as a team to help these students learn more about themselves. As counselor, stimulate group discussion among the students about different learning styles and have them write autobiographical themes on such topics as those recommended in the article: "How I Got to Be the Best --- in the (Family, Neighborhood or Class)," "My Special Talent Is ---," My Dreams for the Future Are ---." Information from the themes can be used as the basis for general discussion. (Be careful to protect the privacy of those students not wishing to have their experiences or comments shared.)

9. Use the checklist in Appendix F, "Learning Style Questionnaire," to help students discover their own preferred learning styles and to apply their knowledge to classroom situations and home study. Work with the students to reschedule those whose more difficult subjects or activities occur at the "wrong" time of day for their best efforts; for example, an able language student having difficulty in math or science who is a late responder should have math and/or science in the late morning of early afternoon. On the other hand, the "early bird" type should have the more difficult courses first. (One high school student - in a school with study halls - planned his program to give him a study hall from 8:00 - 9:00 so that he would not have to begin coping with the day until what was, for him, a "reasonable" hour. During study hall he read library books.)
10. Because the gifted/talented often feel isolated as a result of being unable to find agemates of equal or superior ability who can share

their interests, the counselor can help these students by providing opportunities for them to meet together in small discussion groups, particularly if the school lacks a program for the gifted. (See PLANNED GROUP GUIDANCE, by Wrenn, Hein, and Schwarzrock - in the kit - for possible topics to explore.) Such grouping, even if for only one period each week, provides mental stimulation and facilitates communication. (Cross-age grouping may be necessary in small schools and can be very beneficial. Gifted students tend to seek older students as friends.

11. Read "Advanced Placement: A New Way to Save Plenty on College Costs" in Appendix G. If your school does not offer this option to advanced students, try to persuade your principal to permit selected students to begin AP courses. If your school does have AP, check to see if some students would qualify who are not now participating in the program. (For a variety of free materials and other information about Advanced Placement courses, call John O'Hearne, Director of the South Western Regional Office, 512/472-0231.)

12. Examine the sample learning contracts in Counseling the Gifted Student - in the kit. Share these with teachers of gifted/talented students for use both with those who learn more rapidly than the rest of the class and those who need some remedial work in certain subjects or areas.

    Evaluate the effectiveness of the contract arrangement by consulting with teacher and pupil at regular intervals during the term.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List 8/academic problems experienced by the gifted/talented as a result of their giftedness.
2. Describe typical gifted underachievers, indicating 5 identifying characteristics.
3. State 5 ways gifted/talented students can be helped through guidance and counseling in academic areas.

Turn to the next page and compare your responses.

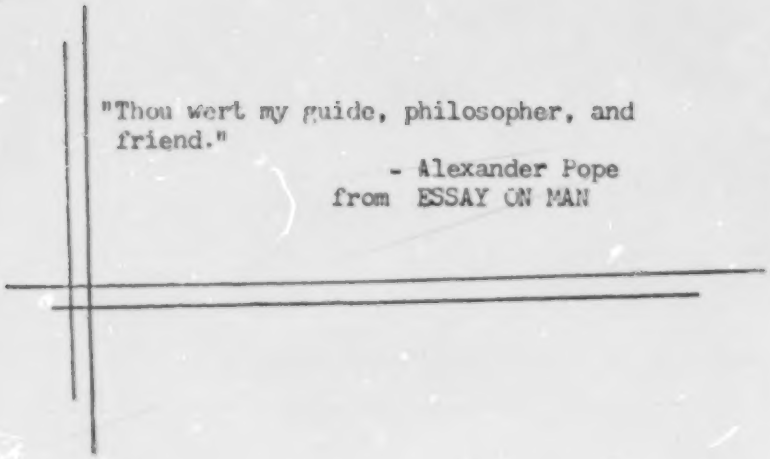
GT # 10

POSTASSESSMENT EVALUATION

1. See page 50, Number 1.
2. See page 50, Number 2.
3. See pages 51 and 52, Number 3.

PART THREE

ENCOURAGING PERSONAL AND SOCIAL GROWTH



"Thou wert my guide, philosopher, and friend."

- Alexander Pope
from ESSAY ON MAN

GOAL: *To develop appropriate techniques for promoting the personal and social development of the gifted child.*

I. Enabling Objectives

Upon completion of this part of the module, you will be able to

1. Identify the personal and social problems which gifted students commonly face.
2. Devise strategies for helping the gifted child acquire an acceptance of self and others.
3. Recognize the needs of parents of the gifted/talented.
4. Interact with teachers to secure information about the concerns of gifted/talented students and to share results of interviews when appropriate.

II. Rationale

Several studies of gifted/talented students (Barbe, 1954; Gallagher, 1958; Terman and Oden, 1959) have dispelled the misconception that the bright are eccentric and unstable. It has been found that the gifted are, in general, well-liked by their classmates and often chosen as leaders (Gowan and Bruch, 1971). Why, then, should a counselor already taxed by the needs of numerous other students be concerned with the personal and social development of the school's gifted/talented?

One reason is that although some gifted children are well-adjusted, there are still large numbers of these students who need some kind of help in personal and social matters. Because gifted/talented students are different from the average and because they are aware of being different, they can easily become convinced that it is "not O.K." to be different from the norm. As Delp and Martinson(1974) note, when the gifted have only vague feelings of being different and no clear, positive concept of their abilities, they learn to regard themselves as odd.

This problem is, of course, directly related to peer pressure. The consensus in all of the literature about the gifted/talented is that this type of student is subjected to subtle but strong pressures to conform, often resulting in either compromised development or in various degrees of rejection and isolation. A study by Tannenbaum (1962), for example, revealed that although intelligence per se is not a stigma among students, when intelligence is combined with certain non-conforming values and interests (such as indifference to school sports or a

serious attitude toward learning), the student risks disapproval and rejection in the peer culture. Torrance (1965) has observed that the pressures on a group's highly creative members are particularly severe.

Another reason for addressing the personal and social development of gifted students is related to the personality traits that are typical of this group. Because the gifted/talented are generally more perceptive and more sensitive than the average pupil, they are particularly subject to anxiety. Hinds (1968) surveyed a group of creative students gifted in the performing arts and found that many were excessively concerned that others might see them as conceited, even though they themselves felt that they were modest about their abilities. The study concluded that because of our culture's stress on modesty, even an honest, realistic recognition of one's strong points is interpreted negatively by others. Furthermore, because the gifted/talented tend to be more concerned with values than their classmates, they are susceptible to frustration, disappointment, and confusion as well as cynicism and rebellion.

Special anxieties are experienced by the younger gifted child, who may become frightened by abilities he/she cannot understand. Roeper (1977) points out "This is why we cannot say that the gifted child is privileged over others, for knowledge is not in itself a privilege or an advantage." In this way the gifted need special support, particularly because they are accustomed to "knowing the answers" and have not learned how to ask for help when they need it (Colangelo and Zaffrann).

Thus, a strong program for the gifted will include counseling ser-

vices that give special attention to the ways in which these pupils view themselves and relate to others. Efforts to help gifted students achieve self-actualization are especially important in schools and communities where not all abilities are genuinely and equally valued or where the development of these abilities is hindered by cultural, economic , and social circumstances.

Helping a gifted child with personal and social development is often a balancing act between the extremes of individuality and conformity. "Social adjustment," if pursued at great length, may not be in the best interests of some gifted students. We need to evaluate constantly the desirability of "adjusting" the gifted TO society, for - as Cowan (1977) reminds us - they perceive much in society which should itself be adjusted. The gifted hear the beats of different drums,and we risk destroying their unique tempo when we try to impose our own. Through counseling, we attempt to orchestrate the various beats to create rhythms which are richer and more vibrant.

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. Explain how the gifted student's perceptiveness, moral sense, and powers of critical thinking may pose a special problem for the counselor in establishing a good relationship with the student in a counseling setting.
2. List 5 common problems that the gifted experience in their personal and social development.
3. Many parents provide most, if not all, of the support that a gifted child receives and contribute much to the child's well-being. Some parents, however, engage in negative behaviors which undermine the parent-child relationship. List 5 of these negative behaviors.
4. Describe strategies you can use to help gifted/talented students develop an acceptance of themselves and others.

Turn to the next pages and compare your responses.

GT # 10

PREASSESSMENT EVALUATION

1. The gifted, by virtue of their superior faculties and highly developed value systems, are more likely than the average student to be sensitive to a lack of genuineness, warmth, and understanding; and to an uncomfortable situation. Gifted youngsters are much more perceptive than the average in detecting others' weaknesses (as well as their own), and this ability to see more clearly presents a challenge to the counselor. (Demos, 1965) This fact explains why these students often prefer to discuss personal problems with a trusted teacher, someone with whom they have interacted daily.
2. Common problems
   a. Inability to find friends with similar interests and values
   b. Tendency to suffer from frequent disillusionment and disappointment because of high standards and expectations
   c. Difficulty in conforming to th demands of parents and teachers without sacrificing individuality
   d. Excessive self-criticism and sensitivity to criticism from others; difficulty in maintaining positive self-concept
   e. Impatience with the slowness of others or their lack of understanding
3. Parents may exhibit one or more of the following traits, but not necessarily all (since several traits are mutually contradictory):
   a. Losing sight of the fact that the child is a CHILD, not a miniature adult, despite the child's intellectual superiority

b. Expecting too much of the child; demanding perfection in many areas because of the child's superiority in certain areas

c. Exploiting the child's abilities because of the status afforded the family

d. Undervaluing or minimizing the child's potential; failing to recognize the child's exceptional nature because of other gifted siblings or because of unfamiliarity with expected abilities of children at various ages

e. Protecting the child excessively; making frequent or extreme sacrifices for the child and thereby creating feelings of guilt and resentment in the child

f. Comparing the child with non-gifted siblings (or with more gifted siblings) or otherwise making it difficult for the child to relate to the other children in the family

g. Showing feelings of envy and competitiveness as a result of the parent's realization that the child is brighter than the parent or more talented than the parent

h. Exercising pressure on the child to follow a particular course of study or enter a particular career

i. Being indifferent to having a child with superior abilities and failing to encourage him or her because of long-established feelings that success is impossible for "their kind" (i.e., social or economic level, minority background, general lack of family success)

IV. Activities

1. Below is a list of some of the qualifications and qualities (adapted from Gowan and Demos, 1964) considered important for the counselor of gifted/talented students. Rate yourself according to these criteria in terms of High (H), Average (A), Low (L).
   a. Genuine, non-authoritarian manner that conveys unconditional positive regard, empathy, and respect
   b. Professional training in the field of guidance and counseling
   c. Intelligent, stimulating approach to solving problems
   d. Knowledge of and sensitivity to the particular problems relating to giftedness and creativity
   e. Commitment to meeting the needs of gifted/talented children
   f. Lack of bias toward particular groups of students (e.g., females)
   g. Experience in the classroom
   h. Experience in working with gifted pupils of all types
   i. Training (formal or informal) in the education of the gifted
   j. Knowledge of legislation and official guidelines concerning education for the gifted
2. As a prelude to designing guidance efforts for the gifted, determine your school's current provisions for this group. Assess needs using one of the forms (pages 24-30) in Colangelo and Zaffrann's Counseling the Gifted Student - in the kit - as a model. Then write tentative goals for the counseling program. Have them reviewed and evaluated by selected teachers, other counselors and an administrator.

3. Several instruments have been used successfully with the gifted to determine their needs in personal and social areas. In general, the problems which concern students seem to fall into the following groups: Health and physical development; school, home and family; money, work, the future; boy and girl relations; relations to people in general; self-centered concerns.

   Use the Mooney Problems Checklist (in the kit) with a group of gifted gifted students. NOTE: The Junior High School Form can be used with/students in upper elementary grades. For the primary grades and lower elementary grades, the problems listed can be stated as sentence stems; for example, Being left out of things.... or Having too little freedom in class makes me... On the other hand, interview questions can be developed around selected items for gifted children in the lower grades.

   READ THE MANUAL CAREFULLY AND THOUGHTFULLY. Notice the recommended uses for the results described on page 3 and the importance of anonymity discussed on page 5.

4. Other self-assessment activities can also be useful for revealing the particular personal and social problems of gifted pupils. Read pp. 71-100 in Nelson's GUIDANCE AND COUNSELING IN THE ELEMENTARY SCHOOL (in the kit). Select exercises appropriate for the group of gifted students with whom you work. Follow up with individual or group counseling sessions according to needs indicated.

5. Select a group of gifted children, several of whom are known "trouble-makers" and interview each. Encourage the pupils to talk about how

they regard themselves, their relationships with others, and school life in general.

On the basis of these interviews, decide which personal and social problems seem characteristic of the group.

Which of the problems seem to result directly from being gifted or creative?

Which problems seem to be caused by low self-esteem?

Which problems seem to be caused by peer pressure? Parent pressure?

What correlation do you find between self-concept, social adjustment, and academic achievement?

Schedule counseling sessions to help the students brainstorm ways they can solve their problems.

6. The gifted child needs help in feeling acceptance by others, a necessary condition for acceptance of self. Self-concept games and activities can strengthen a child's ego and at the same time encourage a realistic appraisal of strengths and weaknesses. Furthermore, the gifted child needs help in accepting others, and these exercises, whenever appropriate for use by groups, can produce a feeling of empathy and mutual respect.

Read the article in Appendix H,"Affective Education with Gifted Children," and try the activities described with a group of gifted/talented students. OR read Chapter 8, "Play Media in Counseling," or Chapter 9, "Group Procedures with Children," in Nelson's GUIDANCE AND COUNSELING IN THE ELEMENTARY SCHOOL (in the kit), and try these activities. (If you are not familiar with Transactional

Analysis as a counseling technique, read I'M OK, YOU'RE OK, by Thomas A. Harris- in the kit).

7. Activities which are concerned with education in the affective realm are particularly appropriate for the gifted/talented because of this group's concerns with values. In addition, affective education is a useful tool for promoting personal and social development. Select and order materials from your local Education Service Center for affective activities that have been used successfully to complement cognitive development, as well as to correct problems such as apathy, restlessness, lack of cooperation... (See Appendix I for titles of audiovisual materials available from Education Service Center, Region XIII.)

   Determine the effectiveness of the activities by eliciting student responses to these sessions.

   Help teachers to integrate some of the activities into their instructional programs.

8. One of the gifted child's major problems is finding age-mates who share the same or similar interests. To illustrate this problem, one parent recalled this incident involving her gifted son and his playmates:

> When [he] was in the first grade, he read a book on the British Isles and ran out to his playmates and said, "Hey, did you know the British Isles..." And the other kids said, "What's the British Isles?" And he says, "That's another name for England, and it's an island." And by this time, the kids are all playing tag. And there he is just standing there with this beautiful new fact, but he's got no one his own age to share it with."
>
> (From The Gifted and Talented: Problems of Parenting)

Therefore, one of the best services a counselor can provide for gifted children is to offer opportunities for the gifted/talented to come together, preferably on a regular basis.

Plan group activities on topics of general or special interests and invite 4 to 7 gifted/talented students to these sessions. Some possibilities: noontime games (chess, Wff 'n Proof variety)
arts and crafts (before or after school)
film festivals - short animated films which encourage creative discussion
special films (see Appendix J.)

9. It has been pointed out (Klausner, 1972) that the gifted are particularly vulnerable to drug use because of their typical personality traits: curiosity, an eagerness to try new things, a willingness to take risks, a critical attitude toward authority, and a preoccupation with ways of finding meaning in life.

   With teachers, design a program for the gifted concerning drug use in which the students themselves assume major responsibility for preparing for discussion, including selection of topic(s), organization of information about the topic, making arrangements for guest speakers, etc., and for guiding the discussion.

   The presentation should be a forum for airing and comparing views. NOT a debate which tends to solidify points of view. Encourage a multidisciplinary approach (anthropological, political, psychological, etc.) See Appendix K.

10. Have students work with teachers and the librarian to compile a small resource library of good materials relating to the drug culture and suggesting alternative approaches to drug use, such as meditation. (See Appendix L.)

11. Plan a 2-hour or 3-hour workshop for parents on the characteristics and needs of the gifted/talented. (Consult Modules 1 and 2 in this series.) Invite the parents of gifted pupils to attend, especially those parents whose youngsters have indicated special problems or needs.

    Plan for meetings with parents on a regular basis to discuss topics of common concern. See p. 19 of Colangelo and Zaffrann's Counseling the Gifted Student (in the kit) for suggested discussion topics, or read the material in Nelson's GUIDANCE AND COUNSELING IN THE ELEMENTARY SCHOOL, pp. 250-261 on "Parent Consulting."

12. Comprehensive and effective guidance services for the gifted should involve the parents of gifted children, and in many cases the counselor may be the only link between the school and the home. The counselor's function is to help the parent in understanding the needs of the child and in sharing with the school and the community the responsibility to meet these needs.

    Meet with the parents of a group of gifted students and discuss their feelings and concerns. Note particularly their attitudes toward the school's current provisions for this group. Make a list of issues identified by parents. Help them to discover ways they can assist the schools in providing for the gifted/talented. For example, scouting the community for personal and physical resources and preparing a guide for other parents or teachers to use. (See the book, WHAT CAN I DO? A Youngster's Guide to Austin, prepared by the parents and friends of the Austin Montessori School - in the

kit). Or developing a local parents' association or chapter and organizing a program of minicourses to be taught by representatives of the community with expertise in special areas and an understanding of and fondness for children, making arrangements for the times and places for these minicourses to be offered, and establishing whether the teaching is to be strictly voluntary or remunerated, and if the latter, how.

13. Try some of the following suggestions (adapted from Cooke, 1974) for involving parents of gifted children(particularly parents from minority groups or the socially and economically disadvantaged) in the life of the school:

    a. Encourage the parent to borrow materials from the school in order to strengthen or enrich the child's skills in particular areas.
    b. Show the parent special teaching methods or activities for enhancing creativity and facilitating learning at home.
    c. Invite the parent to observe classroom activities.
    d. Arrange for the parent to assist (as organizer or guide) in field trips and special programs.
    e. Encourage the parent to serve as a liaison between special programs for the gifted and resources in the community.
    f. Invite the parent to provide support services, such as assistance in raising funds, making materials, etc.
    g. Urge the parent to provide regular information to the counselor and teacher about the child's progress in all areas of development.

GT # 10

14. Compile other specific suggestions that could be offered to parents in the form of a regular "newsletter" or hand-out. For ideas, see "Parental Stimulation of Creativity" in Appendix M.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List 5 common personal and social problems which gifted students are likely to have.
2. State 5 ways counselors can help students with their problems.
3. State 5 ways to assist the parents of gifted/talented students.
4. Describe 5 ways to encourage teachers to work with the gifted/talented.

Turn to the next pages and compare your responses.

GT # 10

POSTASSESSMENT EVALUATION

1. See page 66, Numbers 1 and 2.
2. ANY 5:
   a. Schedule as many sessions as possible for small groups of gifted/talented students to get to know you as both counselor and person. (If you do not relate well to this type of student, arrange to transfer them to another counselor who does and take some of that counselor's assigned counselees in return.)
   b. Identify the problems with the help of such aids as the Mooney Problems Checklist, sentence stems for completion, interviews...
   c. Bring several gifted/talented students together regularly so that they have an opportunity to interact with their true peers, not just agemates.
   d. Plan group counseling sessions in which affective activities are used to help students gain a feeling of acceptance of their giftedness and to enhance their self-concepts.
   e. Encourage teachers to include affective activities in their programs.
   f. Arrange to show films or use other materials about relationships, personal/social problems, "being different," etc., with follow-up discussion.
   g. Explore the issue of drug use frankly and objectively with the gifted/talented, letting them carry full responsibility for providing up-to-date factual information to support the pros and cons

and for guiding discussion.

h. Confer with parents to help them understand their children's needs, ambitions, problems.

3. ANY 5:

a. Plan a workshop for parents pertaining to the nature and needs of the gifted/talented in general.

b. Schedule regular meetings for parents of the gifted/talented to gather and exchange information and ideas about helping the gifted/talented in their homes. (For example, one parent "imports" gifted children from other neighborhoods to provide opportunities for friendships with peers.)

c. During a meeting of parents of gifted/talented children, encourage an airing of feelings about the school's current provisions for these exceptional students.

Brainstorm with them ways the school might do more to challenge and reward this group.

d. Encourage parents of the gifted/talented to explore ways they can assist the school in locating/using community resources.

e. (See pages 74 and 75, Number 13, for additional ideas.)

4. ANY 5:

a. Recommend materials and/or activities to teachers which can be used in the classroom to help the average and below average students understand the special nature and needs of the gifted/talented (without causing a loss of self-esteem among these other groups!).

b. Encourage teachers and librarians to compile a list of books about the problems and concerns of the gifted/talented, recommending these books to students with specific problems. (E.g., A WRINKLE IN TIME, TOBY, SARAH, MEMOIRS OF AN EX-PROM QUEEN, GROWING ANYWAY UP, HOW TO GET IT TOGETHER WHEN YOUR PARENTS ARE COMING APART, THE SUMMER BEFORE, WHY HAVE THE BIRDS STOPPED SINGING? and many others.) A marvelous guide to young people's literature about the needs and problems of youth (ages 2-15) has been compiled and published by American Guidance Service, Inc., Circle Pines, MN 55014: THE BOOK FINDER. This enables students to read about others who have handled problems similar to theirs and gives them ideas they can apply to their own lives.

c. Encourage teachers to incorporate guidance in their classes, using units on understanding self, relating to others, making friends, understanding parents, etc. Help as much as possible with suggestions, ideas, materials, etc.

d. Share information about students which will help the teacher understand them but which will not violate any confidences.

e. Reschedule gifted/talented students from classes with teachers who are resentful or indifferent toward them and place those students with teachers who have shown interest in the gifted.

f. Invite teachers to submit questions and concerns they have about gifted/talented students, and arrange to find answers or individuals who can provide answers.

g. Organize a workshop for teachers on the nature and needs of the

gifted/talented.

h. Arrange three-way conferences with the parents and teachers of the gifted/talented and yourself as moderator or referee. Direct discussion toward finding ways to improve the students' self-images both in school and at home, toward discovering activities that will replace lesson content which has already been mastered by the students, etc.

PART FOUR

MAKING THE MOST OF TALENT WITH LIFE PLANNING

"Tomorrow is what life is all about for the gifted and talented; so why not get them started today?"

- Al Lazar
TALENTS AND GIFTS
Summer, 1974

GOAL: *To help the gifted/talented acquire information about a variety of careers, ways to prepare for them, and adult life-styles which can be used as a basis for future career decisions.*

I. Enabling Objectives

Upon completion of this part of the module, you will be able to

1. List the special problems which the gifted/talented face when making vocational decisions.
2. List the special problems of gifted girls and other disadvantaged groups in making vocational decisions.
3. Identify useful approaches in helping the gifted develop appropriate life planning skills.

II. Rationale

Career education is the area of student personnel services which has traditionally constituted guidance for the gifted in most schools. Yet even in this area efforts have been limited, equated in most cases simply with college placement (Gowan and Demos, 1964), and much of that help given is often little better than no help at all because it is not individualized. There are probably many counselors who feel that the gifted/talented are best served by urging them toward a college education as the most appropriate option for this group. This assumption on the part of counselors, teachers, and parents is - in fact - one of the special problems that the gifted student must cope with, for it represents an expectation that the student has had no opportunity to evaluate independently.

Many of the difficulties experienced by gifted students attempting to make vocational choices are actually intensified, if not created, by the expectations of others, as well as the false assumptions that prevail in our society concerning the world of work. One of these expectations is illustrated by the practice of channeling pupils in particular directions on the basis of preconceived, stereotyped roles. Thus the academic achiever is advised to follow a college prep course, while the disadvantaged or culturally different student is urged to consider vocational training, often for jobs of a relatively menial nature. In many places, girls are probably still being advised to consider teaching or nursing because "It's something you can always go back to when your children are grown."

There are other assumptions which affect career education in our schools and which are often mistaken for truths:

"A good education is the key to success."

"The more education, the greater your earning power."

"Appropriate jobs are available to all if they will just use their initiative."

These statements do not square with reality, and a large part of the counselor's function is to rid career education of these outmoded ideas.

Perhaps the most dangerous assumption is that the current marketplace with its job opportunities and shortages - can be used as an accurate basis for decisions. The rapid changes in our technology and the shifting values in our culture are difficult to anticipate when helping tomorrow's workers make appropriate vocational decisions today. Too often, educators expect the student to select a single occupation which he or she will presumably pursue until retirement with the view that in the game of life the player draws one job card from the deck and uses it throughout the game as a trump card. But what if the game keeps changing as futurists predict?

It is estimated (Bolles, 1972) that in the near future every individual must be prepared to identify an alternate career at least once, probably more often, during his/her lifetime. Our educational system does little to help students develop this flexibility.

> We train people to do just one thing, we encourage them to become specialists--and then we wonder at their agonized cry when they discover, one day, that their only specialty is no longer needed. Our only solution for

> them, at the moment is to suggest that they go back and get retrained all over again for another specialty. Never mind how much time it takes, or how much money must come from somewhere to retrain them. And never mind how short-lived this new specialty of theirs may turn out to be in terms of demand in the marketplace... Band-aid after band-aid. A crisis solution that is short-lived, and only leads to another crisis--in the lives of countless individuals and professions.
>
> (Bolles, pp. 61-62)

The counselor's function, then, is to help the gifted/talented assess their individual abilities, values, and goals as a means to life planning and to emphasize skills needed for decision-making.

As the oriental proverb says:

> "Give me a fish, and I will eat for today. Teach me to fish, and I will eat for the rest of my life."

III. Preassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List 5 problems that the gifted/talented commonly experience in making career choices.

2. Explain the special problem faced by students who are talented in the visual and performing arts.

3. Explain 3 special problems faced by gifted females in making career choices.

4. Explain 3 special problems encountered by the disadvantaged or culturally different in making career choices.

Turn to the next pages and compare your responses.

GT # 10

PREASSESSMENT EVALUATION

1. Problems encountered in making career choices:

   a. Assumptions and expectancies of others without opportunity for the student to make his/her own decision

   b. Stereotyped views of careers "appropriate" for gifted girls, the culturally different, and disadvantaged students

   c. Using today's job opportunities and shortages as guides for recommendations of "good" careers

   d. Lack of awareness of the speed with which society is changing and with those changes, the elimination of some formerly attractive careers and the sudden demand for specialized skills which have not yet been acquired

   e. Unawareness by the student of his/her own abilities and strengths

   f. Lack of career information and appropriate information about colleges

   g. Lack of encouragement to discover or "invent" new careers

2. Problems of students with talent in the visual and performing arts

   a. Lack of understanding of these students' different values

   b. Lack of knowledge about careers requiring these kinds of talent but not involving virtuoso performance

   c. Failure to take seriously students who have career interests in one of the arts ("But how will you make a living?")

   d. Lack of information about the best schools to attend for advanced study in the arts

3. Problems of gifted females

   a. Failure to take their career aspirations seriously

   b. Lack of good role models in careers traditionally believed the province of males

c. Lack of parental support for career aspirations

d. Conflict between career and marriage/family when no such conflict need exist

e. Encouragement of underachievement among girls by scheduling them away from mathematics and science courses or vocational education in the generally male-dominated areas like automotive or graphics trades

4. Problems of the gifted/talented among those who are culturally different or socioeconomically disadvantaged

a. Lack of appropriate role models

b. Tendency to discourage these students from reaching high (for example, toward professions demanding advanced graduate study)

c. Lack of information about financial assistance

d. Lack of parental support for career aspirations

IV. Activities

1. Assist teachers in planning profitable career education programs using the variety of materials available from your regional Education Service Center for lower elementary school through senior high school. (See Appendix M: Career Guidance.)
   Films may be used to introduce topics; kits, to study particular careers; and special projects to follow up with personal activities according to individual interests. Depending on the ages and interests of the students, these could include making scrapbooks or poster collages of people at work followed by discussion of careers pictured; visiting fathers or mothers at work (if arrangements can be made) to see WHERE they work and WHAT they do; tape recording interviews (using previously planned questions) with parent(s), guardian(s), relatives, neighbors, and/or other members of the community about what they do, then sharing these with the class...
2. Help interested and cooperative teachers plan ways to incorporate career education in specific courses, showing how those courses relate directly or indirectly to both general career areas and specialized fields.
3. The present nature of the world of work provides very few appropriate models for the gifted and talented because it is precisely this group which will contribute most to occupational change by seeing needs in our society and inventing jobs that never before existed (Hoyt, 1976). Thus giving this group directions for making

meaningful vocational decisions is difficult.

A more profitable approach would be to encourage this group of students to use their imaginations and creativity in speculating about the future of work. Alvin Toffler, for example, envisions an "ad-hocracy" in which individuals band together as a task force to solve specific problems and then dissolve to form new structures that will tackle new problems. Marshall McLuhan foresees a society in which "paid learning" is the dominant form of employment (Best, 1973).

With small groups of gifted/talented students, devise counseling sessions based on futurology. Encourage students to suggest new occupations and the conditions bringing about their demand. Discuss ways in which existing jobs may be modified by future conditions. Study the future with simulations and games like COPE (in the kit).

4. Torrance (1965) has found that some highly gifted and creative individuals often have unconventional career aspirations and demand conditions which have little relationship to the traditional standards of success - money, prestige, etc. Furthermore, these young people are strongly motivated by altruistic considerations (Barbe and Chambers, 1965). This trend has been reinforced by a corresponding shift in values in the youth culture in general. Bennis (1970) provides the following contrast between the Achievement-Oriented youth of the Sputnik era and the Awareness-Oriented youth of today:

1950 Achievement-Oriented Youth	1970 Awareness-Oriented Youth
Self-advancement	Self-actualization
Self-control	Self-expression
Endurance of stress	Capacity for joy
Full employment	Full lives
	Interpendence

The gifted and talented can profit from exposure to individuals who have achieved self-realization in creative, unconventional roles and life-styles. Gifted females and disadvantaged students particularly need these role models.

Invite speakers to the school on a regular basis for the purpose of sharing their insights about their careers and life-styles. Make a special effort to include women and minorities in high-level or unusual positions. Seek out individuals who have successfully combined several abilities and interests in unique ways to help the multitalented discover how they can combine strong leanings toward two or more fields into a single exciting career. (For example, psychobiology, biosociology, biostatistics, and geopolitics are occupations which have evolved as a result of the need for cross-pollination of disciplines.)

Encourage speakers to address such questions as these:

How do you feel about your job?
Which values influenced your choice?
What skills are required for this career? What special training?
If you had to choose another job, what would it be? Why?
Could you use your present skills and interests? How?

5. Arrange special career-counseling sessions that will encourage both male and female students to recognize the limitations created by sex-role stereotyping. Use several consciousness-raising activities with

the group, such as those described in Appendix O: "The Counselor's Workshop: Sex Role Stereotyping in Career Awareness."

6. Meet in regular sessions with groups of gifted girls to explore their special needs. Arrange a screening of the film, "You Pack Your Own Chute," for the group. (This film is available from Education Service Center: # 30901 30 minutes.) Devote time to discussion of issues raised by the film.

7. The recognition of preferences, interests, skills, and goals is an important

   a. With the cooperation of teachers, arrange for a continuing evaluation of interests and goals. Encourage students to keep journals or career notebooks and to write out "life plans." Suggest activities that help students to recognize change, such as "Things I Used to Like to Do."

   b. Read "A Unique Learning Opportunity for Talented High School Seniors" (Appendix P). This describes a career education program which could well be adopted or adapted to some schools.

      Trying to include the entire program within one school year might prove to be too much. Possibly spreading out the three phases described over a three-year period would be less expensive and yet just as successful.

8. Many careers require four or more years of higher education. Most students - including the gifted/talented - and even their parents

are unaware that there are more than 1450 colleges offering undergraduate programs and that there are significant differences between and among these colleges. Selection of the right college depends on a number of considerations and can mean the difference between four happy, fulfilling years and semesters of total misery leading to dropping out.

Examples: A highly intelligent student with the dreamy, reflective personality of a poet and high verbal ability found little in common with others at the "rah rah" university she had entered after being denied admission to an Ivy League college she had hoped to attend. She became more bitterly resentful as the year wore on. Before the end of her freshman year, she attempted suicide. (From ADVANCES IN EDUCATION, U.S. Department of Health, Education, and Welfare, November, 1963, pp. 66, 67)

Another bright girl, unsure of what she really wanted to study, was persuaded to enroll at the alma mater of her favorite teacher. The college proved to be a dismal disillusionment. The work was no more challenging than high school, and the major she had accepted because of her high school teacher's strong encouragement turned out to be a deadly bore. After the Christmas holidays, the girl refused to go back to college, and in a state bordering on hysterics, she described to her astounded parents her deep-seated hatred of the college. After a week of rest she was persuaded to return in order not to lose her credits. The following fall she transferred to another college with high standards and a program which was both stimulating and rewarding. She established lifelong friendships with intellectual peers.

These two students are not isolated cases. We don't know how many of the students who drop out from college do so because of serious disillusionment.

Various guides to colleges are available at public libraries and book stores, but neither students nor parents are aware of these. Counselors

can familiarize students with such aids, showing how to use them. One of the best-known is Lovejoy's College Guide: another is Cass and Birnbaum's Comparative Guide to American Colleges. Included in the kit are Barron's PROFILES OF AMERICAN COLLEGES, Tenth Edition in two volumes. Volume 2 is an index to the major areas of study, arranged alphabetically by state. It provides basic information about

* the type of college and environment
* enrollment figures
* special admissions policies
* facilities for the handicapped (for those needing such information)
* deadlines for admissions
* titles of college entrance tests required along with minimum scores

and

* average annual costs for both resident and out-of-state students.

On a chart, majors offered are identified with an X. Colleges are classified according to seven categories:

Most Competitive (primarily the eastern Ivy League colleges with Bryn Mawr, PA, most demanding for girls in terms of Scholastic Aptitude Test (SAT) scores: 700 verbal, 670 mathematics, and Yale University, CT, co-ed: 645 verbal, 675 mathematics. Only California Institute of Technology, CA,requires higher entrance scores than Yale: 660 verbal, 750 mathematics.

Highly Competitive (including Rice University, TX)

Very Competitive (Baylor University, University of Dallas, TX)

Competitive

Less Competitive

and

Non-Competitive.

Special colleges for art and music are listed separately.

Arrange for at least 3 gifted/talented sophomores or juniors (or even 7th/8th-graders) who are interested in particular areas of study that require at least a baccalaureate degree chart information about a minimum of 10 colleges which would suit them in terms of

* majors
* preferred locations
* type of college and environment
* enrollment

and * category of difficulty.

For example, a rather shy student with high ability in mathematics from a small school might want to attend a small college with somewhat rigorous intellectual demands, whereas an outgoing student who is more interested in extracurricular activities and who makes friends easily but whose SAT scores are relatively mediocre might prefer a large urban state university in the Less Competitive group.

Then introduce these same students to Volume 1,which provides more detailed descriptions of each college and university, including information about student life, programs, etc. Have students rank their choices from 1 to 10 after reviewing these descriptions.

9. Most colleges require scores on the Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) as part of the screening process. Students who are disturbed by test situations or who feel doubtful of their ability to do well should be encouraged to learn how to take tests - a very important skill seldom taught in school.

Carefully examine the paperback, "How to Take Tests," by Millman and

Pauk (in the kit). Survey the table of contents, noticing the topics and scope. Then read selected sections to see how students can be helped to greater achievement.

Discuss the text with interested teachers and encourage them to include the skill of test-taking in their courses. (Math teachers, for example, might deal with the chapters on "Number Series," "Configuration Series," "Ability to Read Graphs," "Numerical Problem-Solving Ability," and English teachers with "Sentence Completion Items," "Verbal Analogies," "Vocabulary," and "Reading Comprehension;" social studies or science teachers, with preliminary chapters and "Open-Book Examinations.")

10. Introduce college-bound students to Barron's HOW TO PREPARE FOR COLLEGE ENTRANCE EXAMINATIONS (Scholastic Aptitude Test) and HOW TO PREPARE FOR THE AMERICAN COLLEGE TESTING PROGRAM (both in the kit). Have students read and discuss the first three chapters in EITHER publication.

Encourage students to compare the fourth chapters in both books to see how the two tests differ.

Arrange for students to check out materials for home study in preparation for these tests. (Partners or teams working together will find the experience more enjoyable and profitable as they debate answers on which there is disagreement or reason out appropriate answers.) NOTE: This kind of preparation should be undertaken WELL <u>in advance</u> of the test date(s). The authors of the guides pro-

vide many aids to working with the materials. Students should also try applying techniques learned while reading Millman and Pauk's HOW TO TAKE TESTS.

11. Try to persuade teachers to let the gifted/talented use classtime to prepare for the SAT or ACT when the content of lessons planned is already well-known to these students - as can easily be determined by pretesting.

    If time is limited and students wonder how to gain the most from advance preparation for the test, suggest that they study thoroughly either the area most closely related to their chosen careers or to the area in which they feel least competent.

12. Establish a collection of materials for gifted minority and economically disadvantaged students who will need financial assistance in order to acquire further training for a career. Include the following publications: (Consult BOOKS IN PRINT for addresses, prices.)

    Scholarships Available to Black Students, American Indian Students, and Spanish-speaking Students
    Free Library of Philadelphia Reader Development Program
    Philadelphia, PA (FREE)

    A Chance to Go to College: Directory of 800 Colleges That Have Special Help for Students from Minorities and Low-Income Families
    College Entrance Examination Board
    Publication Order Office
    888 Seventh Avenue
    New York, NY 10019 ($ 3.00)

    National Scholarship Service and Fund for Negro Students
    6 East 82nd Street
    New York, NY 10026

    Federal and State Student Aid Programs

    A Guide to Student Assistance

13. Not every student who is gifted/talented needs or wants a baccalaureate degree. As Caroline Bird has stressed repeatedly in books like THE CASE AGAINST COLLEGE, American youth has been oversold on the value of a college education with more and more advanced degrees. Some of the gifted/talented have had enough of schooling. They want to enter the "real" world of work as soon as possible. Others like the student who let herself be persuaded to follow in her favorite teacher's footsteps do not know what they want to do. These students have three options, and it is a counselor's responsibility to explain these to both the students and their parents:

a. "Stopping out" for a year or so, taking whatever kind of job they can get to clear their heads of "book learning" and rub elbows with adults. (A National Merit Finalist who swept all honors in speech competitions for four successive years in her state and received other awards and scholarship offers stopped out to work as a waitress in different types of restaurants. At the end of her year, she was refreshed and ready to enter one of the More Competitive colleges on the West Coast, aware that she no longer wanted to become a dancer, one of her major goals while in high school.)

b. Two-year colleges and the Associate of Arts degree may be the best choice for students

* who have not decided what they wish to study in college but who can take general courses at much less cost than if they were to do the same at a four-year college, later transferring to complete a B.A. or B.S.
* who are eager to acquire marketable skills earlier

than they can by attending a four-year college

* who have not performed well on the college entrance examinations (Colleges are more likely to admit such students who have maintained high grades in a two-year college because the students have demonstrated their ability to cope with higher level courses.)

or * who do not have the necessary financial resources to embark immediately upon a four-year program.

Examine THE GUIDE TO CAREER EDUCATION, Revised Edition, by Muriel Lederer (in the kit). Read the section titles, especially for the first 79 pages, then skim those pages. Return to the table of contents and notice the different careers open to students with no more than 2 years of college.

c. COLLEGE ON YOUR OWN

For some self-directed gifted/talented students, neither a two-year nor a four-year college is appropriate right after graduation. For them independent study of college-level courses may be the answer. They can use the time to

* explore possible areas of specialization at their own pace, guided by leading educators at major universities

* begin their college work without the cost of tuition, student fees, transportation, etc.

* delve more deeply into courses that are of great interest but not relevant, perhaps, to a particular major with a prescribed series of courses

* combine work and study at times convenient to them and acquire college credit while doing so. (Some gifted high school students may be freed from a routine course to study one of those described in this book and earn both high school and college credit while doing so.)

"More than 1700 colleges and universities across the country

grant course credits on the basis of CLEP [College-Level Examination Program] examinations..." (p. 6). Some even grant degrees to students who have never set foot on their campuses in the relatively new "university without walls" programs undertaken in the '70s. (A Barron's guide to preparing for the CLEP examinations is also available in public libraries or book stores.) About 75% of Texas colleges and universities accept credit by means of the CLEP examinations.

14. Read chapters 2 and 3 in COLLEGE ON YOUR OWN. Share your findings with colleagues who may wish to explore this approach either for gifted/talented students in their classes or for themselves.

V. Postassessment

PLEASE DO NOT WRITE IN THE MODULE.

1. List 5 problems encountered by the gifted/talented when trying to make decisions about careers.
2. State 5 special problems gifted girls and other disadvantaged groups face in making vocational decisions.
3. Describe 5 ways counselors can help the gifted/talented develop life planning skills.

Turn to the next pages and compare your responses.

GT # 10

POSTASSESSMENT EVALUATION

1. ANY 5: See page 86, Numbers 1 and 2.
2. ANY 5: See pages 86 and 87, Numbers 3 and 4.
3. ANY 5:
   a. Encourage teachers of the gifted/talented to incorporate meaningful career education programs in their instruction.
   b. Involve small groups of gifted/talented students in futurology sessions, brainstorming occupations which will probably become important as future conditions dictate and occupations which will change, possibly become obsolete.
   c. Arrange for speakers who have unusual careers and/or life styles to address the gifted/talented, possibly in large group sessions. (For example, a professional couple whose different careers require their presence on opposite coasts meet in Chicago every week end. Frequently, they have opportunities to attend the same national conventions for several days at a time. Another couple with children have worked out an arrangement whereby one parent stays at home for six months, caring for the children and home while the other pursues his/her career; then the other partner takes his/her turn with the children and home making, freeing the first one to concentrate on career. Another version of this is half-time employment. The husband may work mornings and stay with the children afternoons while the wife goes off to her career, or vice versa. Both spend a full year at their careers and also at raising the

children.

In more and more homes, men are admitting they do not enjoy the old male role as the breadwinner; they prefer to be house husbands, while their formerly "submissive" wives rush out to the competition and interaction with people.)

d. Help students discover their preferences, interests, areas of special talents and skills, and to establish goals.

e. Assistant students in using directories of colleges to locate those which have greatest appeal and coincide most closely with their requirements and preferences.

f. Familiarize students with efficient ways to take tests and with the college entrance tests required by most colleges and the review books available to help prepare those who desire such help.

g. Maintain a library of materials (preferably with the help of the librarian), including the following for use any time:

(1) Information about the Advanced Placement program

(2) Books and pamphlets about career choices

(3) Catalogs of Texas colleges and universities and others popular with Texas students

(4) General books about college, such as HOW TO PLAN FOR COLLEGE AND WHAT TO DO WHEN YOU GET THERE, by McReynolds (Simon & Schuster), ON YOUR OWN IN COLLEGE, by Resnick and Heller (Charles E. Merrill), SO THIS IS COLLEGE, by Landis (McGraw-Hill).

(5) Recent publications about external degree programs

(6) Information about financial assistance

(7) Samples of the most common college entrance examinations.

h. Provide information about alternatives to a four-year college for those students who are not sure what they wish to study, for those who are anxious to try their wings in the world of business, and for those who cannot afford a fulltime college program even with financial assistance.

i. Encourage females, minority students, and socioeconomically disadvantaged students to reach high rather than to be content with the standard types of careers once deemed suitable for these young people.

j. Arrange for students to participate in an "Executive Internship" program with businessmen and professionals in the community where the student learns the daily routines and problems of the careers represented, is given specific responsibilities that will be challenging, and is given full credit for the semester of classwork which he/she would miss while participating in this all-day internship.

GT # 10

Resources

PART ONE

Books

THE GIFTED - Case Studies. Barbara B. Hauck and Maurice F. Freehill. Dubuque, IA: Wm. C. Brown Company Publishers. 1972.

GUIDANCE IN ACTION: Ideas and Innovations for School Counselors. Kenneth U. Gutsch and John D. Alcorn. West Nyack, NY: Parker Publishing Company, Inc. 1970.

Tests

ADVANCED PROGRESSIVE MATRICES, Sets I and II. J.C. Raven. NY: The Psychological Corporation. 1956-62, 1960, 1965.

DIFFERENTIAL APTITUDE TESTS. G.K. Bennett, H.G. Seashore, A.G. Wesman. NY: The Psychological Corporation. 1961-72, 1974.

GOODENOUGH-HARRIS DRAWING TEST. Florence L. Goodenough and Dale B. Harris. NY: The Psychological Corporation. 1963.

PEABODY PICTURE VOCABULARY TEST. Lloyd M. Dunn. Circle Pines, MN: American Guidance Service, Inc. 1959, 1965.

READ ON: Criterion Tests in Reading. NY: Random House (Order from Education Service Center, Region XIII - KT 126.)

S.O.I. LEARNING ABILITIES TEST. Mary Meeker, Larry Mestyanek, Robert Meeker. El Segundo, CA: S.O.I. Institute. 1975.

THINKING CREATIVELY WITH SOUNDS AND WORDS. E. Paul Torrance and Joe Khatena. NY: Personnel Press/Ginn and Company. 1973.

TORRANCE TESTS OF CREATIVE THINKING. E. Paul Torrance. NY: Personnel Press/Ginn and Company. 1966.

PART TWO

American Study Habits Survey. Circle Pines, MN: American Guidance Service, Inc. 1964.

COUNSELING THE GIFTED STUDENT. Nick Colangelo and Ron Zaffrann. Madison, WI: Research and Guidance Laboratory, University of Wisconsin. No date.

100 WAYS TO ENHANCE SELF-CONCEPT IN THE CLASSROOM. Jack Canfield and Harold C. Wells. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1976.

PLANNED GROUP GUIDANCE. Wrenn, Hein, Schwarzrock. Circle Pines, MN: American Guidance Service, Inc. 1961.

PROGRAMMED STUDY TECHNIQUE (How to Study). Thomas F. Staton. Circle Pines, MN: American Guidance Service, Inc. 1964.

STUDENT SUCCESS: How to Be A Better Student and Still Have Time for Friends. Tim Walter and Al Siebert. NY: Holt, Rinehart and Winston. 1976.

SUGGESTED SOLUTIONS TO PROBLEMS TEACHERS ENCOUNTER WITH THEIR GIFTED STUDENTS. St. Paul, MN: Minnesota Department of Education, Division of Instruction.

PART THREE

GUIDANCE AND COUNSELING IN THE ELEMENTARY SCHOOL. Richard C. Nelson. NY: Holt, Rinehart and Winston, Inc. 1972.

I'M OK, YOU'RE OK. Thomas A. Harris. NY: Avon Books. 1969.

Mooney Problem Check Lists. R.L. Mooney and L.V. Gordon. NY: The Psychological Corporation. 1950.

WHAT CAN I DO? A Youngster's Guide to Austin. Terry Masters. Austin, TX: Austin Montessori School Foundation. 1976.

PART FOUR

Barron's HOW TO PREPARE FOR THE AMERICAN COLLEGE TESTING PROGRAM. Murray Shapiro, Editor, and Others. 1973.
Barron's HOW TO PREPARE FOR COLLEGE ENTRANCE EXAMINATIONS (Scholastic Aptitude Tests). Samuel C. Brownstein and Mitchel Wiener. 1975.
Barron's PROFILES OF AMERICAN COLLEGES, Tenth Edition. Volume 1: Descriptions of the Colleges. 1976.
Barron's PROFILES OF AMERICAN COLLEGES, Tenth Edition. Volume 2: Index to Major Areas of Study, Revised. 1976.
Woodbury, NY: Barron's Educational Series, Inc.

COLLEGE ON YOUR OWN: How You Can Get a College Education at Home. Gail Thain and Gene R. Hawes. NY: Bantam Books, Inc. 1978.

COPE. Jerry K. Ward. Lakeside, CA: Interact Company, 1972.

THE GUIDE TO CAREER EDUCATION, Revised Edition. Muriel Lederer. NY:

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HOW TO TAKE TESTS. Jason Millman and Walter Pauk. NY: McGraw-Hill Book Company, 1969.

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